




THE IMPACT OF THE LESSON STUDY METHOD ON TEACHER EDUCATION: A COLLABORATIVE APPROACH

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ABSTRACT

This article explores the relationship between the Lesson Study method and teacher training in basic education, highlighting the importance of collaborative and reflective practices for teacher professional development. Teacher education faces significant challenges, including the need for constant updating and adaptation to new educational demands. Lesson Study, an approach that involves the planning, observation and collective analysis of classes, has proven to be an effective strategy to promote the improvement of pedagogical practices.

Through a literature review, this study examines the characteristics of the Lesson Study and its implementation in educational contexts. The research was carried out with teachers from different disciplines, using qualitative methods such as interviews and observations. The results indicate that Lesson Study not only enhances teachers' pedagogical skills, but also strengthens collaboration among colleagues and fosters a culture of continuous learning. Thus, the Lesson Study represents a promising approach to teacher training in basic education, contributing to a more reflective and adaptive teaching practice.

Recommendations are made for the wider adoption of this methodology in educational institutions, as well as suggestions for future research in the field of teacher training.

Keywords: Lesson Study. Teacher training.

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INTRODUCTION

Teacher training is a crucial element for the quality of education, especially in basic education, where the foundations of students' knowledge and skills are established. The importance of a well-prepared teaching staff in continuous professional development cannot be underestimated, given that educators play a fundamental role in the formation of critical and empowered citizens. However, the reality of teacher training often reveals significant challenges. Many initial training programs tend to be fragmented and disconnected from the realities of the classroom, resulting in professionals who, despite having theoretical knowledge, face difficulties in transferring this knowledge to practice (Darling-Hammond, 2006).

In an ever-changing educational landscape, driven by technological advances, social changes, and new curricular demands, it is essential that teachers are trained to face these challenges. Continuing education, therefore, becomes a pressing need, but it is often neglected in favor of more traditional approaches that do not promote critical reflection and collaboration among educators (Guskey, 2000). Faced with this reality, new training methodologies have been explored, seeking alternatives that promote a more integrated and meaningful learning.

In this context, the Lesson Study method has gained prominence as an innovative and effective strategy for teacher training. Originating in Japan, Lesson Study involves a collaborative cycle of lesson planning, observation, and analysis, where educators work together to develop and improve pedagogical practices (Lewis, 2002). This approach not only encourages the exchange of experiences among teachers, but also makes it possible to directly observe the impact of different teaching methods on student learning (Stigler & Hiebert, 1999). This collaborative practice is critical as it allows educators to learn from each other, fostering professional development that aligns more closely with students' needs. One of the main benefits of Lesson Study is the promotion of a culture of collaborative learning, where teachers feel supported and motivated to reflect on their practices. According to Yoshida (2012), collaboration between educators results in a greater understanding of the difficulties faced by students and in the elaboration of more effective solutions. In addition, the planning and observation cycle provides a safe space for experimentation and adaptation of new teaching strategies. This practice not only improves the quality of teaching, but also strengthens the professional identity of educators, providing a sense of belonging and commitment to the teaching-learning process.

This article aims to explore the relationship between Lesson Study and teacher training in basic education, investigating how this methodology can contribute to the

improvement of teaching practices. Through a literature review and empirical research, we seek to understand the benefits, challenges and implications of the implementation of the Lesson Study in schools. In addition, the article proposes reflections on the transformative potential of this approach for the continuous training of educators.

Therefore, the relevance of this study lies in the need to rethink teacher training, integrating methodologies that favor collaborative learning and critical reflection, essential elements for a quality education that meets contemporary demands. As schools seek innovations and improvements, Lesson Study presents itself as a promising approach that can not only enhance pedagogical practices but also strengthen educators' professional identity, contributing to a more effective and inclusive education

LITERATURE REVIEW

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METHODOLOGY

The methodology adopted in this study was designed with the objective of investigating the relationship between the Lesson Study method and teacher training in basic education, seeking to understand how this approach can contribute to the improvement of pedagogical practices. The research was developed qualitatively, allowing an in-depth analysis of the experiences and perceptions of the educators involved in the Lesson Study process.

The first stage of the methodology consisted of a comprehensive literature review on the subject. This review included previous studies on teacher training, the challenges faced in basic education, and the implementation of Lesson Study in different contexts. The literature was selected based on its relevance and academic rigor, allowing the construction of a solid theoretical framework for the research. According to Creswell (2014), literature review is essential to contextualize the research problem and identify gaps in existing knowledge. After reviewing the literature, basic education schools that already implemented the Lesson Study method or were interested in adopting it were chosen. The selection of schools was made intentionally, taking into account the diversity of educational contexts, including urban and rural schools, as well as institutions from different education networks. According to Patton (2015), purposive sampling allows researchers to select participants who can provide rich and meaningful information about the phenomenon under study.

The research was conducted in two main phases: data collection and analysis. In the data collection phase, semi-structured interviews were conducted with teachers who participated in the Lesson Study process. The interviews were recorded with the consent of the participants and later transcribed to facilitate the analysis. The interview questions were designed to explore teachers' perceptions of Lesson Study, their experiences of collaboration, the challenges faced, and the perceived impacts on their pedagogical practices. According to Kvale (1996), semi-structured interviews are an effective tool to capture the nuances of the participants' personal experiences, allowing researchers to understand the meaning that educators attribute to their experiences.

In addition to the interviews, observations of the Lesson Study sessions in the participating schools were carried out. These observations provided additional data on the collaborative process, the interactions between the teachers, and the dynamics of the discussions. During the sessions, the researcher took detailed notes on the pedagogical practices discussed, the teaching strategies proposed and the reflections generated by the educators. Direct observation is a valuable technique in qualitative research, as it allows researchers to understand the social and educational context in which interactions occur (Creswell, 2014).

Data analysis was performed using the content analysis technique, which involves categorizing and interpreting the information collected. The transcripts of the interviews and the observation notes were read and coded, identifying recurring themes and patterns related to the impact of the Lesson Study on teacher education. According to Bardin (2016), content analysis allows researchers to extract meanings and understand the underlying structure of participants' experiences.

After the initial coding, the data were organized into categories that reflected the teachers' experiences in relation to the Lesson Study. These categories included: the perception of collaboration, the challenges faced in the implementation of the Lesson Study, the learnings and the changes in pedagogical practice. This organization of the data enabled a more systematic and in-depth analysis, allowing the identification of the interrelationships between the emerging themes.

To ensure the validity and reliability of the research, strategies such as data triangulation were adopted, which involves comparing information obtained by different collection methods (interviews and observations). This approach strengthens the credibility of the results, since it allows a broader and richer understanding of the phenomenon studied (Denzin, 2017). In addition, participants were asked to review the transcripts of their interviews to ensure that their voices and meanings were accurately represented.

Finally, the results of the research were discussed in the light of the reviewed literature, allowing a critical reflection on the implications of Lesson Study in teacher training and in the improvement of pedagogical practices. This discussion was fundamental to contextualize the findings of the research within the existing theoretical framework and highlight the importance of the Lesson Study as a viable strategy for professional development in basic education.

In short, the methodology adopted in this study, by combining literature review, semi-structured interviews and observations, provides a rich and contextualized understanding of the impact of the Lesson Study on teacher education. This methodological approach, based



on the guidelines of qualitative research, allows us to capture the complexities and nuances of educators' experiences, contributing to a more in-depth knowledge on the subject.

RESULTS

The results obtained in this study reveal a comprehensive overview of the implementation of the Lesson Study method and its implications for teacher training in basic education. The analysis of the interviews and observations carried out in the participating schools allowed us to identify central themes that reflect the experiences of the educators, including the collaboration between teachers, the challenges faced during the process, the perceptions about the impact of the Lesson Study on pedagogical practices and professional development.

One of the most significant findings was the positive perception of the teachers in relation to the collaboration provided by the Lesson Study. Many educators reported that the experience of working together to plan and observe classes created a supportive environment that favored the exchange of ideas and the collective construction of knowledge. One teacher highlighted: "Collaboration is key. When we are together, we are able to discuss the difficulties we encounter and find solutions. It makes me feel that I am not alone in this journey" (Teacher A). This statement highlights how collaborative work fosters a sense of community and belonging among educators, which is essential for professional development.

In addition to collaboration, participants also mentioned that Lesson Study facilitated a critical reflection on their pedagogical practices. The possibility of observing colleagues in action and discussing what worked and what didn't during classes provided a valuable learning opportunity. One teacher expressed that "seeing how others teach makes me question what I do in the classroom. This helps me to improve" (Teacher B). This reflection, as pointed out by Hiebert et al. (2002), is a fundamental characteristic of continuing education, allowing educators to become more aware of their practices and seek innovations.

However, the implementation of Lesson Study was not without challenges. Many teachers reported difficulties related to the lack of time and the fast pace of the school calendar, which made it difficult to dedicate themselves to planning and discussion sessions. One educator noted: "Sometimes it's hard to find time to get together. We have so many obligations that we are not always able to dedicate ourselves to Lesson Study as we would like" (Teacher C). This question reflects a common criticism of continuing education in educational environments that prioritize other demands over professional development.



Another challenge highlighted by educators was the resistance of some faculty members to adopt new pedagogical approaches. Despite the enthusiasm around Lesson Study, some teachers were hesitant to try new practices, preferring to stick to traditional teaching methods. One professor commented: "Some classmates are still very attached to what they learned in college. Changing the way they teach is a challenge for them" (Teacher D). This resistance to change can be understood as a common phenomenon in many educational institutions, where tradition and familiarity with established methods can hinder the adoption of innovations.

The results also pointed to a positive impact on the pedagogical practices of the teachers who participated in the Lesson Study. Many reported significant changes in their approach to teaching, including the use of more interactive and student-centered methodologies. One teacher noted, "After participating in Lesson Study, I began to incorporate more hands-on activities into my classes. I noticed that my students get more involved when they are actively participating" (Teacher E). This indicates that the Lesson Study not only promoted critical reflection but also encouraged the implementation of more effective and engaging practices.

In addition, the survey revealed that the experience of participating in the Lesson Study contributed to the educators' professional development. Teachers reported an increase in confidence in their pedagogical skills and a greater commitment to continuous training. One educator stated, "I feel like I'm constantly learning. Lesson Study made me realize that there is always room for improvement and that learning never ends" (Teacher F). This perception is in line with the idea that teacher training should be seen as a continuous process, where learning and development are constant throughout the teaching career.

In summary, the results of this study indicate that the Lesson Study method has the potential to transform teacher training in basic education. The experience of collaboration, critical reflection and implementation of innovative pedagogical practices contributes significantly to the professional development of educators. However, challenges related to resistance to change and lack of time underscore the need for more robust institutional support for effective implementation of the Lesson Study. The research shows that, by promoting a collaborative learning environment, Lesson Study can not only improve pedagogical practices, but also strengthen the professional identity of educators, contributing to a higher quality and effective education.

DISCUSSION

The discussion of the results obtained in this study reveals the relevance of the Lesson Study method as an effective strategy for teacher training in basic education. The findings indicate that this approach not only promotes collaboration among educators, but also fosters critical reflection on pedagogical practices, resulting in a significant improvement in teaching. The experience of observing colleagues in action and collectively discussing the approaches used creates a learning environment that transcends the mere transmission of knowledge, allowing teachers to become more aware of their practices and more open to innovation.

Collaboration, one of the pillars of the Lesson Study, proved to be fundamental for the professional development of educators. The exchange of experiences and mutual support among teachers were highlighted as motivating factors that provided a sense of community and belonging. This collaborative dynamic is crucial in an educational context where challenges are constant and the exchange of ideas can lead to more creative and effective solutions. The literature already recognizes that professional collaboration is a vital element for continuing education, as it allows educators to feel supported and engaged in their development (Avalos, 2011).

However, the challenges faced in implementing Lesson Study cannot be ignored. The resistance to change seen in some educators, as well as the lack of time to dedicate to the process, are significant barriers that need to be overcome. Resistance to innovation is a common reality in many educational institutions, where traditional practices are deeply rooted. For Lesson Study to become an effective component of teacher education, it is essential that school administrations foster a culture of innovation and support, creating conditions that encourage experimentation and critical reflection.

In addition, the lack of time is a recurring issue in the lives of educators, and overcoming it requires a reassessment of institutional priorities. The insertion of Lesson Study in the school routine must be accompanied by a plan that allows teachers to dedicate enough time to collaborative activities without compromising other responsibilities. Implementing specific schedules for Lesson Study, as well as valuing this time as an integral part of professional development, can help mitigate this challenge.

The results also reveal that participation in the Lesson Study promoted significant changes in the pedagogical practices of teachers. The adoption of more interactive and student-centered methodologies is a reflection of the positive impact this approach has had on the way educators relate to their students. This shift is crucial, as student engagement in the learning process is a determining factor for educational success. The literature indicates



that pedagogical practices that actively involve students are more effective in promoting learning (Hattie, 2009). In addition, the experience of participating in the Lesson Study contributed to the strengthening of the educators' professional identity. The increased confidence in their abilities and the commitment to continuous education observed in the participants demonstrate that this approach not only improves teaching practices, but also impacts the way educators perceive their role and responsibility in education. This transformation in professional identity is essential for building a stronger and more cohesive educational community.

Finally, it is important to highlight that the implementation of the Lesson Study should be seen as an ongoing process, which requires commitment on the part of everyone involved. Teacher training should not be considered a one-off activity, but rather a dynamic and constantly evolving process. Lesson Study, by promoting a collaborative and reflective learning environment, can serve as a model for other teacher training initiatives, contributing to a more effective and inclusive education.

In summary, the discussion of the results of this study shows that the Lesson Study is not only a teaching methodology, but a powerful strategy for teacher training that can transform educational practice. By overcoming the identified challenges and fostering an environment that values collaboration and reflection, schools can not only improve the quality of teaching but also strengthen the professional identity of educators, creating a positive and lasting impact on basic education

CONCLUSION

This study demonstrated that the Lesson Study method can be a transformative strategy for teacher training in basic education, promoting collaborative and reflective practices that contribute to the improvement of teaching quality. Analysis of the results revealed that educators who participated in the Lesson Study experienced a significant increase in their professional commitment and pedagogical practices. As emphasized by Lewis (2002), Lesson Study allows teachers to become more aware of their approaches, leading to more effective teaching that is tailored to the needs of students.

Collaboration among educators emerged as a central element in the Lesson Study experience, creating a mutually supportive environment that is conducive to the exchange of ideas and professional development. This dynamic was essential for teachers to feel part of a learning community, where their experiences and challenges were recognized and discussed. As highlighted by Avalos (2011), continuing education should be a collaborative process, and the Lesson Study serves as an effective model for this practice.



However, the challenges identified, such as resistance to change and lack of time, highlight the need for more robust institutional support. For Lesson Study to become an integral part of teacher education, it is essential that schools foster a culture of innovation and offer conditions that encourage collaboration and critical reflection. As stated by Guskey (2000), for professional development to be effective, there must be a commitment from educational institutions to provide the necessary time and resources.

In addition, the change in educators' pedagogical practices, resulting from participation in the Lesson Study, indicates that this methodology not only impacts professional development, but also enriches the students' learning experience. The adoption of more interactive and student-centered approaches is a direct reflection of the positive impact of Lesson Study, corroborating the idea that pedagogical practices should be constantly reevaluated and adapted to the needs of students (Hattie, 2009).

In summary, this study reinforces the importance of collaborative methodologies such as Lesson Study in teacher training, highlighting their potential to transform educational practice. By integrating theory and practice, Lesson Study contributes to the development of a more effective and inclusive education, aligned with contemporary demands. Continued research in this area is essential to deepen understanding of the impacts of Lesson Study and to ensure that teacher training practices evolve according to the needs of educators and students.

Therefore, the successful implementation of Lesson Study in schools requires a collective commitment, not only from educators but also from educational administrations, so that a learning environment can be built that values collaboration, reflection, and innovation. With this, it will be possible to move towards more robust teacher training and quality education that meets the demands of the future.



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