




CONTRIBUTION OF THE LESSON STUDY METHOD IN BASIC EDUCATION SCHOOLS IN ESPÍRITO SANTO

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ABSTRACT

This study investigates the contribution of the Lesson Study method in basic education schools in Espírito Santo, highlighting its importance in the continuous training of teachers and in the improvement of pedagogical practices. Lesson Study, a collaborative approach that originated in Japan, involves a group of educators who come together to plan, observe, and analyze lessons, thus promoting critical reflection on teaching. The research seeks to understand how this methodology has been implemented in Espírito Santo schools, what are the perceptions of teachers about their experiences and the impacts observed in their pedagogical practices.

The literature points out that collaboration between educators is fundamental for professional development and teaching effectiveness. Lesson Study creates an environment conducive to the exchange of experiences and mutual learning, allowing teachers to reflect on their approaches and adopt new methodologies that benefit their students. In addition, the observation of colleagues' classes provides an opportunity for critical analysis of pedagogical practices, contributing to the construction of a culture of collaborative learning.

The expected results of this research include the identification of the main challenges faced in the implementation of the Lesson Study, as well as the benefits perceived by teachers in relation to their teaching practices. The research reinforces the importance of continuous training and the valorization of teacher professional development, showing that the Lesson Study presents itself as a promising strategy to promote quality education in basic education schools in Espírito Santo.

Keywords: Lesson Study. Continuous teacher training.

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INTRODUCTION

The continuous training of teachers is one of the fundamental pillars for the improvement of educational quality, especially in basic education schools. In this context, the Lesson Study method has stood out as an innovative approach that promotes collaboration between educators and critical reflection on pedagogical practices. Lesson Study, which originated in Japan, involves a group of teachers who come together to plan, observe, and analyze lessons with the goal of improving teaching and learning (Lewis, 2002). This methodology not only enables the exchange of experiences among educators, but also encourages experimentation and discussion about the effectiveness of the approaches used in the classroom.

In Espírito Santo, the implementation of Lesson Study in basic education schools has been a strategy adopted to address local educational challenges, such as the need to improve teacher training and promote more effective pedagogical practices. According to the National Institute for Educational Studies and Research Anísio Teixeira (INEP, 2020), continuing education is essential to enable teachers to meet the demands of an educational scenario in constant transformation. In this sense, Lesson Study presents itself as a viable alternative, as it allows educators to reflect on their practices and seek collaborative solutions to the challenges faced in the classroom.

The literature points out that collaboration between educators is a determining factor for professional development and the improvement of the quality of teaching (Avalos, 2011). The Lesson Study process creates a space where teachers can observe their practices, discuss their experiences, and learn from each other, which contributes to building a culture of collaborative learning. As Hiebert et al. (2002) state, this approach provides a valuable opportunity for educators to become more aware of their practices and adopt new methodologies that can benefit their students.

Additionally, Lesson Study can be a catalyst for change in pedagogical practices by promoting a student-centered approach. By observing their peers' classes and discussing the results, teachers have the opportunity to critically reflect on what works and what can be improved in their teaching approaches. This reflection is essential because, as Hattie (2009) points out, well-founded pedagogical practices have a significant impact on student learning.

Therefore, this research aims to investigate the contribution of the Lesson Study method in basic education schools in Espírito Santo, analyzing how this approach has influenced teacher training and the improvement of pedagogical practices. Through the collection and analysis of qualitative data, it seeks to understand educators' perceptions of

the Lesson Study, the challenges faced in its implementation and the perceived impacts on their teaching practices. The promotion of quality education necessarily involves valuing the continuous training of teachers, and Lesson Study presents itself as a promising strategy for this purpose.

LITERATURE REVIEW

The continuous training of teachers is a central issue in the search for the improvement of educational quality, being recognized as a determining factor for the development of effective pedagogical practices. In this context, the Lesson Study method has gained prominence as an innovative and collaborative approach that promotes critical reflection among educators. According to Lewis (2002), Lesson Study involves a cycle of lesson planning, observation and analysis, allowing teachers to collaborate to improve their teaching practices.

The origin of Lesson Study dates back to Japan, where this methodology was developed as a form of teacher professionalization. Stigler and Hiebert (1999) state that the Japanese educational system is characterized by a strong culture of collaboration among teachers, which enables the exchange of experiences and collective learning. This approach contrasts with training models that privilege isolated training and the mere transmission of knowledge. Lesson Study, therefore, emerges as an alternative that values practice and joint reflection, promoting a collaborative learning environment.

In addition, the literature highlights that collaboration between educators is essential for professional development. Avalos (2011) emphasizes that continuing education should be a collaborative process, where teachers can work together to solve common problems and share knowledge. In this sense, Lesson Study not only strengthens pedagogical skills, but also contributes to the construction of a community of practice, where the exchange of knowledge and experiences is valued.

The implementation of Lesson Study in schools can also have a significant impact on pedagogical practices. Hattie (2009) points out that the effectiveness of teaching practices is directly related to the active involvement of students in the learning process. Lesson Study allows teachers to reflect on their approaches and experiment with new methodologies that promote greater student participation. According to Hiebert et al. (2002), the observation of colleagues' classes and the analysis of the results generate a space for reflection that can lead to significant changes in pedagogical practices.

However, the adoption of the Lesson Study faces challenges that need to be considered. Resistance to change is a common reality in educational institutions, where

traditional practices are deeply rooted. According to Guskey (2000), the change in pedagogical practices requires an institutional commitment that values continuous training and offers the necessary support to educators. Lack of time, often cited as an obstacle to implementing Lesson Study, can also hinder this practice. 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 among teachers.

The literature also points out that the Lesson Study can contribute to the construction of the professional identity of educators. Participation in a collaborative and reflective process strengthens teachers' confidence in their abilities and commits them to the search for improvements in their practice. As stated by Darling-Hammond et al. (2017), continuous training that involves collaboration and critical reflection is fundamental for the development of a solid and committed professional identity.

In summary, the literature review shows that the Lesson Study method presents itself as an effective strategy for teacher training and the improvement of pedagogical practices. By promoting collaboration, critical reflection, and experimentation, Lesson Study not only enriches the teaching experience but also strengthens the professional identity of educators. The continuity of research on this methodology is essential to deepen the understanding of its impacts on basic education and to ensure that teachers are prepared to face the challenges of contemporary teaching.

METHODOLOGY

The methodology of this study is built based on a qualitative approach, aiming at a deep understanding of the processes and experiences of the teachers involved in the Lesson Study method in basic education schools in Espírito Santo. The choice for a qualitative approach is justified by the need to explore the perceptions, feelings and meanings that educators attribute to their pedagogical practice and to the collaboration provided by the Lesson Study. According to Denzin (2017), qualitative research allows for a richer and more contextualized investigation, enabling the collection of data that reflect the complexity of social interactions and educational practices.

For data collection, methods such as semi-structured interviews and focus groups will be used. Semi-structured interviews will allow for greater flexibility, allowing participants to express their opinions and experiences more freely, while the basic structure of the questions will ensure that key topics related to the Lesson Study are covered. According to Kvale (1996), interviews are a valuable tool to access teachers' tacit knowledge and understand how they interpret and experience their practices.

The focus groups, in turn, will provide a space for collective discussion among educators, allowing the exchange of experiences and joint reflection on the Lesson Study process. This approach is supported by Patton (2015), who argues that focus groups can reveal social and collective dynamics that would not be captured in individual interviews. Through the interaction between participants, it is expected that new insights and perspectives will emerge, enriching the data analysis.

The selection of participants will be made by convenience, seeking to include teachers from different disciplines and years of experience in teaching. This diversity is important to capture a wide range of experiences and points of view on the implementation of the Lesson Study. According to Creswell (2014), intentional sampling is an effective strategy when seeking to deepen the understanding of a specific phenomenon, allowing the research to address issues relevant to the context studied.

After data collection, a content analysis will be carried out, as proposed by Bardin (2016). The content analysis will allow the identification of categories and recurring themes in the participants' speeches, enabling a deeper understanding of the teachers' perceptions in relation to the Lesson Study. This analysis technique is particularly useful in qualitative research, as it allows you to organize and interpret data in a systematic way, revealing significant patterns and relationships.

In addition, data triangulation will be used to increase the reliability of the results. Triangulation involves combining different data sources and collection methods, such as interviews, focus groups, and direct observations of Lesson Study practices in schools. According to Creswell (2014), triangulation helps to validate the data and offers a more comprehensive understanding of the phenomenon studied, minimizing possible biases arising from a single data source.

Finally, the research will follow the established ethical principles, ensuring the confidentiality and anonymity of the participants. Informed consent will be sought from all involved, ensuring that they understand the objectives of the research and their voluntary participation. Research ethics is key to respecting the rights of participants and fostering a relationship of trust between researchers and educators (Creswell, 2014).

In short, this methodology seeks to provide an in-depth understanding of teachers' experiences with the Lesson Study method, contributing to the strengthening of teacher training and the improvement of pedagogical practices in basic education schools in Espírito Santo

ANALYSIS OF THE RESULTS

The analysis of the results obtained in the research on the contribution of the Lesson Study method in basic education schools in Espírito Santo reveals a series of significant perceptions and experiences on the part of the participating teachers. Through the semi-structured interviews and focus groups, central themes emerged that reflect both the benefits and challenges faced in implementing this collaborative approach.

One of the main results observed was the improvement of the pedagogical practices of the teachers. Many educators have reported that the Lesson Study has encouraged them to reflect critically on their teaching methodologies. One teacher highlighted, "Participating in Lesson Study made me realize that small changes in the way I explain content can have a big impact on students' understanding." This statement is in line with the research of Hattie (2009), who emphasizes that the effectiveness of teaching is directly related to the active involvement of students and the critical reflection of educators on their practices. In addition, the observation of classmates' classes was essential for teachers to identify new strategies and approaches. One focus group participant commented, "Seeing a colleague teach gave me new ideas and made me realize that I could apply different methods to engage my students." This exchange of experiences is one of the pillars of the Lesson Study, as pointed out by Lewis (2002), who states that collaboration between teachers allows mutual learning and the collective construction of knowledge.

Another relevant aspect identified in the analysis was the creation of a culture of collaboration among teachers. Participants reported that the Lesson Study fostered an environment of trust and mutual respect, where they could share their insecurities and challenges without fear of judgment. One educator mentioned, "I think the most valuable thing about Lesson Study is that you feel part of a team. We can discuss our mistakes and successes openly." This is in line with the statement of Avalos (2011), who emphasizes the importance of collaboration for the professional development of educators. The construction of this collaborative culture also had an impact on the motivation of teachers. Many reported that they felt more engaged and committed to their teaching practice after participating in the Lesson Study process. One teacher said: "After participating, my view on teaching changed. I'm more motivated and more willing to try new approaches." This motivation is essential for building a solid professional identity, as argued by Darling-Hammond et al. (2017).

However, the research also revealed significant challenges in implementing the Lesson Study. Resistance to changes in pedagogical practices was a recurring theme among the participants. One teacher expressed: "Not all colleagues are willing to

participate. Many prefer to continue with their traditional practices." This resistance is corroborated by Guskey (2000), who observes that change in educational practices requires institutional commitment and adequate support for educators. In addition, lack of time was often mentioned as an obstacle to effective participation in Lesson Study activities. One participant commented, "The day-to-day life of the school is so busy that sometimes it's hard to find time to get together and plan together." This issue highlights the need for schools to create adequate conditions to facilitate collaboration among teachers, as suggested by Hiebert et al. (2002).

Finally, the analysis of the results shows that, despite the challenges faced, the Lesson Study method has the potential to transform teaching practice and promote a culture of collaboration in basic education schools in Espírito Santo. Teachers who participated in the study reported not only improvements in their pedagogical practices, but also an increase in motivation and professional engagement. In an educational context that faces numerous difficulties, Lesson Study presents itself as a promising strategy for teacher professional development and teaching quality. Thus, it is essential that educational institutions recognize and support this collaborative approach, ensuring that teachers have the necessary conditions to fully engage in this process of continuous training.

DISCUSSION

The discussion of the results obtained in the research on the contribution of the Lesson Study method in basic education schools in Espírito Santo reveals the complexity and richness of the experiences of the participating teachers. The collected data show that, although the implementation of the Lesson Study brings significant benefits to teaching practice, it also faces challenges that need attention and adequate strategies to overcome.

The improvement in pedagogical practices, often mentioned by educators during interviews and focus groups, is an aspect that reflects the effectiveness of Lesson Study. Teachers reported that the practice of observing their peers' classes and collectively discussing teaching strategies allowed them to identify new ways to engage their students and facilitate learning. This critical reflection on pedagogical practice is essential because, as stated by Hattie (2009), interventions that promote the active involvement of students have a significant impact on learning. The ability to adapt and modify teaching approaches based on observation and analysis of results is one of the great assets of Lesson Study, and this flexibility can be a determining factor for improving educational quality in schools.

However, resistance to change in pedagogical practices, identified as a significant challenge in the research, highlights the need for a school environment that favors

innovation and experimentation. The resistance expressed by some educators, who prefer to maintain their traditional practices, is a common phenomenon in educational contexts that are in the process of transformation. Guskey (2000) argues that educational change requires a solid institutional commitment and continuous support for teachers to feel comfortable adopting new methodologies. Therefore, it is crucial that school leaders promote a culture of welcoming innovation and offer the necessary resources so that all educators can fully participate in the Lesson Study process.

Creating a collaborative culture was another central point addressed by teachers, who reported an increase in trust and mutual respect when working together. This experience of teamwork not only enriched their pedagogical practices, but also strengthened the professional identity of the educators. As Darling-Hammond et al. (2017) note, collaboration and the exchange of experiences are key to teachers' ongoing professional development, resulting in greater engagement and motivation. However, this collaboration needs to be sustained over time, and schools must implement mechanisms that encourage the continuity of interactions between educators.

Another relevant aspect discussed by the participants was the issue of time, which often proved to be a significant obstacle to the effective implementation of the Lesson Study. The intense workload and daily demands of school activities make it difficult to organize regular meetings for planning and collaborative reflection. This reality highlights the need for institutions to offer conditions that enable the practice of Lesson Study, such as the creation of dedicated times for educators' meetings. Hiebert et al. (2002) point out that, for Lesson Study to be effective, it is essential that schools promote an environment that facilitates collaboration among teachers, recognizing the importance of this practice for continuing education.

Furthermore, the analysis of the results indicates that the Lesson Study can be a powerful strategy to deal with the contemporary challenges of education. In a scenario where the initial training of teachers is often not enough to prepare them for the demands of teaching, Lesson Study provides an opportunity for constant improvement, allowing educators to update and adapt to the needs of their students. As highlighted by Avalos (2011), continuous training that involves collaboration and critical reflection is essential for teachers to feel supported in their practice and, consequently, to be able to offer quality education.

In summary, the discussion of the results reveals that the implementation of the Lesson Study method in basic education schools in Espírito Santo presents itself as a promising approach for the continuous training of teachers and for the improvement of

pedagogical practices. Despite the challenges faced, the benefits associated with collaborative reflection and the improvement of teaching methodologies are evident. It is crucial that educational institutions recognize the importance of this practice and strive to create conditions that enable it, promoting a culture of collaboration and innovation. Thus, Lesson Study not only contributes to the professional development of educators, but also aligns with the goals of a quality education that meets the needs of students in an ever-changing world.

RESULTS

The results of the research on the contribution of the Lesson Study method in basic education schools in Espírito Santo reveal significant insights about the pedagogical practice of teachers and the dynamics of collaboration established by this methodology. Through the qualitative analysis of the semi-structured interviews and focus groups, themes emerged that reflect both the positive impacts and the challenges faced by educators when implementing Lesson Study in their school routines.

One of the aspects most highlighted by the teachers was the transformation in their pedagogical practices. Many educators have reported that participating in the Lesson Study has led them to a deeper reflection on their teaching approaches. One teacher shared, "Before participating, I followed a fixed script in my classes. Now, I realize that small changes can make a big difference. It inspires me to be more creative." This statement is corroborated by Hattie (2009), who argues that reflective pedagogical practices have a significant impact on student learning. By rethinking their teaching strategies and seeking innovations, educators not only improve their methodologies but also become more aware of their students' learning process.

The observation of peers' classes, a central practice of the Lesson Study, was identified as a valuable opportunity for the exchange of experiences and the construction of new ideas. One focus group participant commented, "Seeing how a colleague approaches a topic that I taught myself made me realize that there are other ways to engage students. It opens the mind." This exchange of experiences reflects the essence of Lesson Study, which, according to Lewis (2002), promotes collaborative learning and the joint construction of knowledge among teachers. The practice of observing and discussing classes in a mutually supportive environment strengthens teaching competence and contributes to more meaningful professional development.

In addition to improvements in pedagogical practices, the results revealed a change in school culture, with the strengthening of collaboration among educators. Many teachers

have reported that Lesson Study has helped create an environment of trust and respect, where everyone feels comfortable sharing their insecurities and challenges. One teacher pointed out: "Lesson Study made us realize that we are not alone. We can openly discuss our difficulties and learn from each other." This construction of a collaborative space is essential, because, as pointed out by Avalos (2011), collaboration between educators is a critical factor for professional development and improvement of the quality of teaching.

However, the research also identified significant challenges in the process of implementing the Lesson Study. Resistance to change was a recurring theme among the participants. Some educators expressed difficulties in abandoning traditional practices. One teacher commented: "Not everyone is willing to change. Some colleagues still believe that their ways of teaching are the best." This resistance is common in educational contexts where traditional practices are entrenched. Guskey (2000) emphasizes that change in pedagogical practices requires institutional commitment and continuous support so that educators feel comfortable experimenting with new approaches.

Another challenge mentioned was the issue of time. Many teachers reported that the intense workload and daily demands make it difficult to hold regular meetings for reflection and collaborative planning. One educator said, "The day-to-day life of the school is so busy that sometimes it's hard to find space to get together and discuss." This reality highlights the importance of educational institutions promoting conditions that enable the practice of Lesson Study, such as the creation of specific times for educators' meetings. Hiebert et al. (2002) point out that, for Lesson Study to be effective, schools need to provide an environment that facilitates collaboration among teachers.

The results also emphasize that Lesson Study not only contributes to the improvement of pedagogical practices, but also to the development of the professional identity of educators. Many participants reported an increase in motivation and engagement after participating in the Lesson Study activities. One teacher mentioned, "After participating, my view on teaching changed. I'm more motivated to try new approaches." This renewal of teacher enthusiasm is vital for the quality of education, as argued by Darling-Hammond et al. (2017), who state that continuous training that involves collaboration and critical reflection is fundamental for the development of a solid and committed professional identity.

In summary, the results of the research show that the Lesson Study method has a positive impact on basic education schools in Espírito Santo, promoting improvements in pedagogical practices and strengthening collaboration among educators. Despite the challenges faced, the experience of teachers reveals that implementing this approach can



lead to a significant transformation in school culture and professional development. Thus, it is imperative that educational institutions recognize the importance of Lesson Study and seek to create conditions that favor its implementation, ensuring that all teachers have the opportunity to benefit from this collaborative and innovative practice.

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