BIBILIOGRAPHY ON LESSON STUDY 20 September 2023

Compiled by

Sunil Behari Mohanty President, All India Association for Educational Research <u>https://www.aiaer.org</u> and one of the Founder Members of the International Forum of Researchers in Education https://ifore.in E-mail: sunilmohanty@gmail.com

Aas, H.K. (2021) Learning through communication: exploring learning potential in teacher teams Lesson Study talk. *International Journal for Lesson and Learning Studies* 10, 1, 47-59. https://doi.org/10.1108/IJLLS-07-2020-0046

Abdella, A., Reddy, C. & Carl, A. (2018) Lesson Study in Eritrea: Its impact on middle school science teachers' learning and classroom practice. *Journal of Turkish Science Education* 15, 3, 1-26, September. https://files.eric.ed.gov/fulltext/EJ1306238.pdf

Abdella, A. & Reddy, C. (2022) Implementing Lesson Study in middle schools: Benefits and challenges. *International Journal of Studies in Education and Science* 3, 2, 85-104. https://ijses.net/index.php/ijses/article/view/38/pdf

Abdullah, N. A. & Leung, F. K. S. (2019) Exploring teachers' values and valuing process in schoolbased Lesson Study: A Brunei Darussalam case study. In Clarkson, P., Seah, W. T. & Pang, J. S. (Eds.), *Values and Valuing in Mathematics Education-Scanning and Shaping the Territory*, 129–142. Springer Open, New York.

https://books.google.co.in/books/about/Values_and_Valuing_in_Mathematics_Educat.html?id=25Wo wgEACAAJ&redir_esc=y

Adler, J. & Alshwaikh, J. (2019) A case of Lesson Study in South Africa. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 317-342. Springer, New York.

Adler, J., Mwadzaangati, L. & Takker, S. (2023) From defining as assertion to defining as explaining meaning: teachers' learning through theory-informed lesson study. *International Journal for Lesson and Learning Studies*12, 1, 38-51. https://doi.org/10.1108/IJLLS-02-2022-0029

Adulyasas, L. & Abdul Rahman, S. (2014) Lesson Study incorporating phase-based instruction using Geometer's Sketchpad and its effects on Thai students' geometric thinking. *International Journal for Lesson and Learning Studies* 3, 3, 252-271. https://doi.org/10.1108/IJLLS-01-2013-0010

Ahmad, N. (2016) Lecturer professional development through Lesson Study implementation for improving student learning. *International Journal of Science and Research (IJSR)* 5, 3, 1666-1669. https://www.ijsr.net/archive/v5i3/NOV162264.pdf

Akiba, M., Murata, A., Howard, C. C. & Wilkinson, B. (2018) Lesson study design features for supporting collaborative teacher learning. *Teaching and Teacher Education* 77, 1, 352-365. DOI: 10.1016/j.tate.2018.10.012

Akiba, M., Murata, A., Howard, C., Wilkinson, B., J. & Fabrega, J. (2019) Race to the Top and Lesson Study Implementation in Florida: district policy and leadership for teacher professional development. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), Theory and Practice of Lesson Study in Mathematics: An International Perspective, 731-754. Springer, New York.

Akiba, M. & Wilkinson, B. (2016) Adopting an international innovation for teacher professional development: State and district approach to lesson study in Florida. Journal of Teacher Education 67, 1, 74-93. https://journals.sagepub.com/doi/abs/10.1177/0022487115593603

Akita, K. & Sakamoto, A. (2015) Lesson study and teachers' professional development in Japan. In Wood, K. & Sithamparam, S. (Eds.), Realising Learning: Teachers Professional Development Through Lesson And Learning Study, 25–40. Taylor & Francis, London, UK. https://www.taylorfrancis.com/books/edit/10.4324/9781315814216/realising-learning-keith-woodsaratha-sithamparam

Allen, D., Donham, R. & Tanner, K. (2004) Approaches to Biology Teaching and Learning: Lesson Study-Building Communities of Learning Among Educators. Cell Biology Education 3, 001-007, Spring. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3203713/pdf/0001.pdf

Alston, A. S., Pedrick, L., Morris, K. P., & Basu, R. (2011) Lesson study as a tool for developing teachers' close attention to students' mathematical thinking. In Hart, L. C., Alston, A. & Murata, A. (Eds.), Lesson Study Research and Practice in Mathematics Education, 135-151. Springer, New York.

https://link.springer.com/book/10.1007/978-90-481-9941-9

Altinsoy, E. (2021) Lesson Study as an intervention to develop prospective English language teachers' classroom management skills. International Journal of Asian Education 2, 3, 398-414, September. https://files.eric.ed.gov/fulltext/ED622129.pdf

Alwadi, H.M., Mohamed, N. & Wilson, A. (2020) From experienced to professional practitioners: a participatory Lesson Study approach to strengthen and sustain English language teaching and leadership. International Journal for Lesson and Learning Studies 9, 4, 333-349. https://doi.org/10.1108/IJLLS-10-2019-0072

Amador, J. & Carter, I. (2016) Audible conversational affordances and constraints of verbalizing professional noticing during prospective teacher Lesson Study. Journal of Mathematics Teacher Education 21, 5–34. https://link.springer.com/article/10.1007/s10857-016-9347-x

Amador, J. & Weiland, I. (2015) What preservice teachers and knowledgeable others professionally notice during Lesson Study. The Teacher Educator 50, 109-126. https://doi.org/10.1080/08878730.2015.1009221 https://www.tandfonline.com/doi/full/10.1080/08878730.2015.1009221

American Federation of Teachers (2004) What is Lesson Study? Author, Washington, DC. https://www.aft.org/sites/default/files/pd_whatislessonstudy_2004.pdf

Amin, M, (2021) Lesson Study and Its Potential Application in ELT during the Pandemic. https://www.atlantis-press.com/proceedings/access-20/12595701

An, G., Chen, Y., Fang, Y. & Liu, J. (2022) How does Lesson Study promote district education reform? – A case study of a district in Shanghai. International Journal for Lesson and Learning Studies11, 2, 106-120.

https://doi.org/10.1108/IJLLS-01-2022-0003

Andriano, V. & Manolino, C. (2023) Teachers' awareness of classroom interactions in the hybrid distance education through Lesson Study. In Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds.), Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions, Chapter 10,158-178. Routledge, Abingdon. https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

Angelini, M.L. & Álvarez, N. (2018) Spreading Lesson Study in pre-service teacher instruction. International Journal for Lesson and Learning Studies 7, 1, 23-36. https://doi.org/10.1108/IJLLS-03-2017-0016

Appelgate, M. H., Dick, L., Soto, M., & Gupta, D. (2020) Growing a greater understanding of multiplication through Lesson Study: Mathematics teacher educators' professional development. In

Appova, A., Welder, R. M. & Feldman, Z. (Eds.), Supporting Mathematics Teacher Educators' Knowledge and Practices for Teaching Content to Prospective (Grades K-8) Teachers. Special Issue: The Mathematics Enthusiast 17, 2 & 3, 583–613. https://scholarworks.umt.edu/cgi/viewcontent.cgi?article=1498&context=tme

Arani, M. R.S., Fukaya, K. & Lassegard, J. P. (2010) Lesson Study as professional culture in Japanese schools: An historical perspective on elementary classroom practices. Nichibunken Japan *Review 22*, 171–200.

https://files.eric.ed.gov/fulltext/ED512090.pdf

Arani, M.R.S., Keisuke, F. & dan Lassegard, J.P. (2010) Lesson Study as professional culture in Japanese schools: an historical perspective on elementary classroom practices. Japan Review, 22, 171–200. https://files.eric.ed.gov/fulltext/ED512090.pdf

Arii, Y. (2022) Perceptions of leadership teams regarding organisational knowledge creation through Lesson Study: perspectives from P. Gronn's hybrid leadership. International Journal for Lesson and Learning Studies11, 3, 205-220. https://doi.org/10.1108/IJLLS-02-2022-0015

Arzarello, F., Funghi, S., Manolino, C., Ramploud, A. & Bartolini Bussi, M.G. (2022) Networking Hybridizations within the Semiosphere: A research trajectory for the Cultural Transposition of the Chinese Lesson Study within a Western context. International Journal for Lesson and Learning Studies11, 4, 331-343. https://doi.org/10.1108/IJLLS-06-2022-0083

Asanuma, S. (2012) Lesson Study and curriculum politics in contemporary Japan. Asia Pacific Journal of Educational Development 1, 1, 25–32. https://www.airitilibrary.com/Publication/alDetailedMesh?DocID=23044624-201206-201207300002-201207300002-25-32

Ashley, K. (2008) What Works Well? DCSF, Govt. of UK, London https://lessonstudy.co.uk/wp-content/uploads/2015/08/Using-lesson-study-as-a-whole-schoolapproach-Kelly-Ashley.pdf

Austin, L. (2017) Leading the introduction and development of lesson and learning study in an English Secondary Academy. International Journal for Lesson and Learning Studies, 6, 1, 80-96. https://doi.org/10.1108/IJLLS-10-2016-0036

Aykan, A. & Yıldırım, B. (2022) The integration of a Lesson Study model into distance stem education during the Covid-19 pandemic: Teachers' views and practice. Technology, Knowledge and Learning 27, 609–637.

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8403471/pdf/10758 2021 Article 9564.pdf

Ayra, M., & Kösterelioğlu, İ. (2021) Effect of the Lesson Study practice on students' academic achievements in life sciences course. *Educational Policy Analysis and Strategic Research* 16, 1, 249-270. https://epasr.inased.org/makale_indir/2040

Azzopardi, J. (2017) *Lesson Study Reflective Report*. Gozo College Secondary School, Malta <u>https://www.clestum.eu/_files/ugd/2212f8_b396a10b02fb4a548dac8e211b49f00f.pdf</u>

Azzopardi, A. & Haber, J. (2017) *Money Rock- Lesson Study in a Secondary Mathematics Classroom-- Lesson Plan Trial 2.* Gozo College Secondary School, Malta. https://www.clestum.eu/_files/ugd/2212f8_6a067799521a4877b287058717b27fd3.pdf

Baba, T. & Nakai, Y. (2010) Teachers` Institutional and Participation in a Lesson Study Project in Zambia: Implications and Possibilities CICE, Hiroshima University. https://cice.hiroshima-u.ac.jp/wp-content/uploads/2014/03/4-2-61.pdf

Baba, T. & Nakai, K. (2014) *Teachers' Institution and Participation in a Lesson Study Project in Zambia: Implication and Possibilities*. Hiroshima University, Hiroshima. https://cice.hiroshima-u.ac.jp/wp-content/uploads/2014/03/4-2-61.pdf

Bahn, J. & Winsløw, C. (2019) Doing and investigating Lesson Study with the theory of didactical situations. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*,83-101. Springer, New York.

Bakker, C., de Glopper, K. & de Vries, S. (2022) Noticing as reasoning in Lesson Study teams in initial teacher education. *Teaching and Teacher Education* 113, 103656 https://www.sciencedirect.com/science/article/pii/S0742051X22000270

Baldry, F. & Foster, C. (2019) Lesson Study in Mathematics initial teacher education in England. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 577-594. Springer, New York. https://www.foster77.co.uk/Baldry&Foster_TheoryAndPracticeOfLessonStudy.pdf

Banda, B., Mudenda, V., Tindi, E. & Nakai, K. (2010) *Lesson Study Practice of Science Teachers in Zambia: Its Effects, Enhancing and Hindering Factors.* International Conference- New Perspectives in Science Education. Ministry of Education, Science, Vocational Training and Early Education (Zambia), Lusaka.

https://conference.pixel-online.net/files/npse/ed0003/FP/0102-TST99-FP-NPSE3.pdf

Barber, K. (2018) Developing teachers' mathematical-task knowledge and practice through Lesson Study. *International Journal for Lesson and Learning Studies* 7, 2, 136-149. https://doi.org/10.1108/IJLLS-09-2017-0042

Bartolini Bussi, M.G., Bertolini, C., Ramploud, A. & Sun, X. (2017) Cultural transposition of Chinese Lesson Study to Italy: An exploratory study on fractions in a fourth-grade classroom. *International Journal for Lesson and Learning Studies* 6, 4, 380-395. https://doi.org/10.1108/IJLLS-12-2016-0057

Batteau, V. (2016) Professional development of primary teachers during a Lesson Study in Mathematics. In Krainer, K. & Vondrová, N. (Eds.), *CERME 9 - Ninth Congress of the European Society for Research in Mathematics Education*, 2945-2946.Prague. https://orfee.hepl.ch/bitstream/handle/20.500.12162/710/CERME9.TWG18.35.posters.Batteau.pdf?se quence=1&isAllowed=y Batteau, V. (2016, September) A Study of Primary Teachers' Practices in Mathematics. Paper presented at the WALS, Exeter, Angleterre.

Batteau, V. (2017) Study of primary school teacher's practices for a lesson after a Lesson Study process in Mathematics. Paper presented at the CERME10 - Tenth Congress of the European Society for Research in Mathematics Education, Dublin, Ireland. https://orfee.hepl.ch/bitstream/handle/20.500.12162/704/TWG20%2cCERME10-BATTEAU-VALERIE-03.pdf?sequence=1&isAllowed=y

Batteau, V. (2017). Using Lesson Study in mathematics to develop primary teacher's practices: a case study. Quadrante, XXVI(N.°2), 127-157. http://hdl.handle.net/20.500.12162/694

Batteau, V. (2019) Study of teacher's practices during neriage phase of Mathematics research lesson. Paper presented at the WALS, Amsterdam, Holland. Retrieved from https://orfee.hepl.ch/handle/20.500.12162/3306

Batteau, V. (2022) Analysis of practices from a group of teachers in lesson study on the development of logical thinking in a Japanese primary school. In ARPEME (Ed.), Actes de la COPIRELEM 2021, 672-684. Grenoble, France. ARPEME. http://hdl.handle.net/20.500.12162/5466

Baumfield, V., Bethel, A., Boyle, C., Katene, W., Knowler, H., Koutsouris, G. & Norwich, B. (2022) How Lesson Study is used in initial teacher education: An international review of literature. *Teacher Development* 26, 3, 356-372, DOI: 10.1080/13664530.2022.2063937

Bayram, İ., & Bakmis, F. (2018) Exploring the Lesson Study experience of EFL instructors at higher education: A pilot study. *Eğitimde Nitel Araştırmalar Dergisi - Journal of Qualitative Research in Education* 6, 3, 313-340. https://dergipark.org.tr/tr/download/article-file/585104

Bayram, İ., & Canaran, O. (2019) An investigation of Turkish novice EFL teachers' perceptions of Lesson Study. *International Journal of Curriculum and Instruction* 11,1, 172-189.

Bayram, İ., & Canaran, Ö. (2020) Lesson study in action: A multiple case study of EFL teachers. *Bartın University Journal of Faculty of Education* 9, 3, 666-679. https://dergipark.org.tr/en/pub/buefad/issue/57134/730780

Baysal, H. & Bumen, N. T. (2021) The proliferation of lesson study for English language teachers: A meta-synthesis Study. *International Journal of Curriculum and Instructional Studies* 11, 2, 261-286 https://files.eric.ed.gov/fulltext/EJ1329318.pdf

Becker, J., Ghenciu, P., Horak, M. & Schroeder, H. (2008) A college lesson study in calculus, preliminary report. *International Journal of Mathematical Education in Science and Technology* 39, 4, 491–503.https://www.learntechlib.org/p/166581/

Bickerstaff, S., Raphael, J., Hodara, M., |Leasor. L. A. & Riggs, S. (2021) *The Implementation and Outcomes of Lesson Study in Community College Mathematics*. Community College Research Center, Colombia University, New York. https://ccrc.tc.columbia.edu/media/k2/attachments/lesson-study-outcomes-implementation.pdf

Bieda, K. N., Cavanna, J. & Ji, X. (2015) Mentor-guided Lesson Study as a tool to support learning in field experiences. *Mathematics Teacher Educator* 4, 1, 20-31. https://doi.org/10.5951/mathteaceduc.4.1.0020 Bjuland, R. (2019) Preface: Mathematics teacher preparation and Lesson Study. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.) *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 459-463. Springer, New York.

Bjuland, R. & Mosvold, R. (2015) Lesson study in teacher education: Learning from a challenging case. *Teaching and Teacher Education* 52, 83–90 https://www.sciencedirect.com/science/article/abs/pii/S0742051X15300056

Bishop, A. (2007) Teachers' mathematical values for developing mathematical thinking through Lesson Study. Processing of APEC-KHONKAEN International Symposium: Innovative Teaching Mathematics through Lesson Study (II)—Focusing on Mathematical Thinking. CRME, Khon Kaen University.

https://irdtpforasean.kku.ac.th/APEC/PDF%202007/Alan%20Bishop.pdf

Blake E., Peterson, B.E., Teuscher, D. & Ricks, T.E. (2019) Lesson Study in a Mathematics methods course: Overcoming cultural barriers. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 527-548. Springer, New York.

Boonsena, N., Inprasitha, M. & Sudjamnong, A. (2019) Pre-service teachers as a part of Lesson Study team. *Creative Education* 10, 1259-1270. https://www.scirp.org/journal/paperinformation.aspx?paperid=93320 https://www.scirp.org/pdf/CE 2019062714095109.pdf

Boonsena, N., Inprasitha, M., Changsri, N. & Matney, G. (2019) Teachers learning about teaching practice in a modify Lesson Study. *Psychology* 10, 7, 977-988. https://www.scirp.org/pdf/PSYCH_2019062015045113.pdf

Bosma, T. & Goei, S.L. (2021) Lesson Study as a teacher professional development method to foster differentiation in an inclusive setting in the Netherlands. In Goei, S. L., Norwich, B. & Dudley, P. (Eds.), *Lesson Study in Inclusive Educational Settings*, 21-37. Routledge, London. https://doi.org/10.4324/9781315668581

https://www.routledge.com/Lesson-Study-in-Inclusive-Educational-Settings/Goei-Norwich-Dudley/p/book/9780367712112

Bradshaw, Z. and Hazell, A. (2017) Developing problem-solving skills in mathematics: a Lesson Study. *International Journal for Lesson and Learning Studies* 6,1, 32-44. https://doi.org/10.1108/IJLLS-09-2016-0032

British Council (N. D.) *Lesson Study*. Author, London. https://americas.britishcouncil.org/sites/default/files/sr-lesson_study-v1.pdf

British Council (2022) *The Continuing Professional Development Experiences and Needs of English Language Teachers- Countries: China, Japan, and Korea.* Author, London. https://www.britishcouncil.kr/sites/default/files/the_continuing_professional_development_experienc es_and_needs_of_english_language_teachers_-_china_japan_and_korea_0.pdf

Brosnan, A. (2014) Introducing Lesson Study in promoting a new mathematics curriculum in Irish post-primary schools. *International Journal for Lesson and Learning Studies* 3, 3, 236-251. https://doi.org/10.1108/IJLLS-09-2013-0050 Brown, C., Taylor, C. & Poonamblum, L. (2016) Using design-based research to improve Lesson Study approach to professional development in Camden (London). *London Review of Education* 14, 2, 4-25. DOI: 10.18546/LRE.14.2.02 https://files.eric.ed.gov/fulltext/EJ1159994.pdf

Bruce, C. D. & Ladky, M. S. (2011) What's going on backstage? Revealing the work of Lesson Study with mathematics teachers. In Hart, L., Alston, A. S. & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education*, 243-249. Springer, New York. https://www.researchgate.net/profile/Dolores-

 $\label{eq:correction} Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Community_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distribution-in-a-Community-of-Practice.pdf$

Budak, A. (2012) Mathematics teachers' engaging in a Lesson Study at virtual settings. *Educational Research and Reviews* 7, 15, 338–343. https://eric.ed.gov/?id=EJ982817

Cajkler, W. (2019) Preface: Adaptation of Lesson Study in selected education systems. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 255-262. Springer, New York.

Cajkler, W. & Wood, P. (2015) Lesson Study in initial teacher education. In Dudley, P. (Ed.), *Lesson Study: Professional Learning of Our Time*, 107 – 127. Routledge, London.

Cajkler, W. & Wood, P. (2019) *Lesson Study in Initial Teacher Education: Principles and Practices*. Emerald Insight, Leeds, UK https://books.google.co.in/books/about/Lesson_Study_in_Initial_Teacher_Educatio.html?id=ktS-DwAAQBAJ&redir_esc=y

Cajkler, W., Wood, P., Norton J. & Pedder, D. (2013) Lesson Study: Towards a collaborative approach to learning in initial teacher education? *Cambridge Journal of Education* 43, 4, 537–554. https://www.tandfonline.com/doi/abs/10.1080/0305764X.2013.834037

Cajkler, W., Wood. P., Norton. J. & Pedder. D. (2014) Lesson study as a vehicle for collaborative teacher learning in a secondary school. *Professional Development in Education* 40, 54, 511–529. https://eric.ed.gov/?id=EJ1036551

Calleja, J., Cumbo, G.D., Buttigieg, I., Bajada, J., Gauci, J. C., Bartolo, M., Zammit, P., Azzopardi, S. & Azzopardi, T. (2017) Lesson Study Report. St Clare College Secondary School, Pembroke Malta

https://www.clestum.eu/_files/ugd/2212f8_d9640f37622a4fdf8dc730032cba772f

Calleja, J. & Camilleri, P. (2021) Teachers' learning in extraordinary times: Shifting to a digitally facilitated approach to Lesson Study. *International Journal for Lesson and Learning Studies* 10, 2, 118–137. doi: 10.1108/IJLLS-09-2020-0058

Calleja, J. & Formosa, L. (2020) Teacher change through cognitive conflicts: The case of an art Lesson Study. *International Journal of Lesson and Learning Studies* 9, 4, 383–395. https://www.um.edu.mt/library/oar/handle/123456789/101236

Calvo, A., Braga Blanco, G.M. & Fueyo, A. (2018) The potential of Lesson Study project as a tool for dealing with dilemmas in university teaching. International Journal for Lesson and Learning Studies 7, 2, 124-135. https://doi.org/10.1108/IJLLS-12-2017-0056

Camilleri, P. & Calleja, J. (2023) Lesson study in a time of change - Working towards a new pedagogy in the digital age. In Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds), *Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions,* Chapter 14, 240-256. Routledge, Abingdon. https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

Canonigo, A.M. (2016) Using a non-coercive process to engage mathematics teachers in Lesson Study. *International Journal for Lesson and Learning Studies* 5, 4, 329-347. https://doi.org/10.1108/IJLLS-02-2016-0004

Capone, R., Adesso, M. G., & Fiore, O. (2022a) Distance Lesson Study in Mathematics: A case study of an Italian high school. *Frontiers in Education*, 7, 788-418. https://www.frontiersin.org/articles/10.3389/feduc.2022.788418/full https://doi.org/10.3389/feduc.2022.788418

Capone, R., Adesso, M. G., & Fiore, O. (2022b) Lesson Study in Physics education to improve teachers' professional development. In Mark, J.B., Galea, P., Gatt, S. & D. Sands, D. (Eds.), *Physics Teacher Education: What Matters*? 125-136. Springer International Publishing, Cham: https://doi.org/10.1007/978-3-031-06193-6_9

Capone, R., Adesso, M. G., Manolino, C., Minisola, R. & Robutti, O. (2023) Culturally crafted Lesson Study to improve teachers' professional development in Mathematics: A case study in Italian secondary school. *Journal of Mathematics Teacher Education* https://link.springer.com/article/10.1007/s10857-023-09578-3

Cardoso, L., Da Ponte, J.P. & Quaresma, M. (2023) The development of pedagogical content knowledge of prospective primary teachers in a Lesson Study. *International Journal for Lesson and Learning Studies*. 12, 2, 152-165. https://doi.org/10.1108/IJLLS-02-2022-0027

Carrier, S. J. (2011) Implementing and integrating effective teaching strategies including features of Lesson Study in an elementary science methods course. *The Teacher Educator* 46, 2, 145–160. https://www.researchgate.net/publication/233151139_Implementing_and_Integrating_Effective_Teac hing_Strategies_Including_Features_of_Lesson_Study_in_an_Elementary_Science_Methods_Course

Çelik, O. & Güzel, E. B. (2018) Describing Lesson Study designed for improvement of Mathematics teachers' knowledge of student thinking. *International Journal for Mathematics Teaching and Learning* 19, 2176-204.https://www.cimt.org.uk/ijmtl/index.php/IJMTL/article/view/53/54

Cerbin, B. (2011) *Lesson Study: Using Classroom Inquiry to Improve Teaching and Learning in Higher Education.* Stylus Publishing, Sterling, VA. https://files.eric.ed.gov/fulltext/EJ1068058.pdf

Cerbin, W. & Kopp, B. (2006) Lesson Study as a model for building pedagogical knowledge and improving teaching. *International Journal of Teaching and Learning in Higher Education* 18, 3, 250-257. https://files.eric.ed.gov/fulltext/EJ1068058.pdf

Chassels, C. & Melville, W. (2009) Collaborative, reflective and iterative Japanese Lesson Study in an initial teacher education program: Benefits and challenges. *Canadian Journal of Education/Revue Canadienne de l'éducation* 32, 4, 734–763. https://journals.sfu.ca/cje/index.php/cje-rce/article/view/3058/2346

Chavula, J. (2016) The practice and challenges of school based continuous professional development (SBCPD) through Lesson Study in Zambia secondary schools. *Asian Journal of Education e-Learning* 4, 2, 46-51. https://www.ajouronline.com/index.php/AJEEL/article/view/3678

Chen, S. & Zhang, B. (2019) Improving prospective teachers' lesson planning knowledge and skills through Lesson Study. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 549-575. Springer, New York.

Chen, X. (2017) Theorizing Chinese Lesson Study from a cultural perspective. *International Journal for Lesson and Learning Studies* 6, 4, 283–292. https://doi.org/10.1108/IJLLS-12-2016-0059

Chen, X., Ou, Q., An, C. & Zhang, D. (2022) Teacher mindset change in boundary-crossing Lesson Study: A case from China. *International Journal for Lesson and Learning Studies* 11, 2, 91-105. https://doi.org/10.1108/IJLLS-03-2021-0019

Chen, X., & Yang, F. (2013) Chinese teachers' reconstruction of the curriculum reform through Lesson Study. *International Journal for Lesson and Learning Studies* 2, 3, 218–236. doi: 10.1108/IJLLS-02-2013-0011

Chen, X. & Zhang, Y. (2019) Typical practices of Lesson Study in East Asia. *European Journal of Education* 5, 2, 189–201. https://eric.ed.gov/?id=EJ1217048

Chenault, K (2017) Building collaborative pedagogy: Lesson study in higher education. *College Quarterly* 20, 1, 1-23. https://files.eric.ed.gov/fulltext/EJ1131159. pdf

Cheng, E.C.K. (2020) Knowledge management strategies for sustaining Lesson Study. *International Journal for Lesson and Learning Studies* 9, 2, 167-178. https://doi.org/10.1108/IJLLS-10-2019-0070

Cheng, L. P. & Yee, L. P. (2012) A Singapore case of lesson study. *Mathematics Educator* 21, 2, 34-57. https://files.eric.ed.gov/fulltext/EJ961515.pdf

Cheung, W. M. & Wong, W. Y. (2014) Does Lesson Study work? *International Journal for Lesson & Learning Studies* 3, 2, 137–149. https://www.emerald.com/insight/content/doi/10.1108/IJLLS-05-2013-0024/full/html

Chichibu, T. (2014) Reflections on Lesson Study in the UK, Japan and Kazakhstan. http://lessonstudy.co.uk/2014/01/toshiya-chichibu

Chichibu, T. (2016) Impact on Lesson Study for initial teacher training in Japan. *International Journal for Lesson and Learning Studies* 5, 2, 155-168. https://doi.org/10.1108/ijlls-01-2016-0001

Chichibu, T. & Kihara, T. (2013) How Japanese schools build a professional learning community by Lesson Study. *International Journal for Lesson and Learning Studies* 2, 1, 12-25. http://dx.doi.org/10.1108/20468251311290105.

Chokshi, S. & Fernandez, C. (2004) Challenges to importing Japanese Lesson Study: Concerns, misconceptions, and nuances. *Phi Delta Kappan* 85, 7, 520-525. https://journals.sagepub.com/doi/abs/10.1177/003172170408500710?journalCode=pdka

Chokshi, S. & Fernandez, C. (2005) Reaping the systemic benefits of Lesson Study. *Phi Delta Kappan* 86, 9, 674–680.

https://www.researchgate.net/publication/274999295_Reaping_the_Systemic_Benefits_of_Lesson_St udy_Insights_from_the_US

Chong, W. H. & Kong, C. A. (2012) Teacher collaborative learning and teacher self-efficacy: The case of Lesson Study. *The Journal of Experimental Education* 80 (3), 263–283. https://www.jstor.org/stable/26594354 Choy, B. H. (2022) Research–practice partnerships through Lesson Study: learning through the three worlds of experiences. *Asia Pacific Journal of Education* 42,1, 169-177, DOI: 10.1080/02188791.2022.2036696

Choy, B. H. & Lee, C. K. E. (2021) Going deeper into Lesson Study through kyouzai kenkyuu. In Murata, A., & C. K. E. Lee (Eds.), *Stepping Up Lesson Study: An Educator's Guide to Deeper Learning*, 39-51. Routledge. https://doi.org/ 10.4324/9781003002536

Chua, V.C.G. (2019) Going the distance: A Lesson Study on deriving the distance formula. *International Journal for Lesson and Learning Studies* 8, 2, 149-159. https://doi.org/10.1108/IJLLS-08-2018-0052

Clivaz, S. (2015) French Didactique des Mathématiques and Lesson Study: A profitable dialogue? *International Journal for Lesson and Learning Studies* 4, 3, 245-260. https://doi.org/10.1108/IJLLS-12-2014-0046

Clivaz, S. (2018) Lesson Study as a fundamental situation for the knowledge of teaching. *International Journal for Lesson and Learning Studies* 7, 3, 172-183. https://doi.org/10.1108/IJLLS-03-2018-0015

Clivaz, S. (2018) *What Knowledge do Teachers use in Lesson Study? A focus on Mathematical Knowledge for Teaching and Levels of Teacher Activity.* Paper presented at the WALS International Conference November 2018, Beijing, China. https://www.researchgate.net/publication/333508114_What_Knowledge_Do_Teachers_Use_in_Lesso n Study A Focus on Mathematical Knowledge for Teaching and Levels of Teacher Activity

Clivaz, S. & Clerc-Georgy, A. (2020) Facilitators' roles in Lesson Study: From leading the group to doing with the group. In Murata, A. & Lee, C. D. (Eds.), *Stepping up Lesson Study: An Educator's Guide to Deeper Learning*, 86-93. Routledge, London. https://orfee.hepl.ch/handle/20.500.12162/5473

Clivaz, S., & Daina, A. (2020) Towards a micro analysis of teachers' interactions in a mathematics lesson study group. In H. Borko & D. Potari (Eds.), ICMI Study 25: Teachers of Mathematics Working and Learning in Collaborative Groups (pp. 460-467). Retrieved from http://hdl.handle.net/20.500.12162/4021

Clivaz, S. & Miyakawa, T. (2020) The effect of culture on Mathematics lessons: An international comparative study of a collaborative designed lesson. *Educational Studies in Mathematics* 105, 1, 53-70. https://orfee.hepl.ch/handle/20.500.12162/4092

Clivaz, S., & Ni Shuilleabhain, A. (2017) Analysing Mathematics teacher learning in Lesson Study - A proposed theoretical framework. In Dooley, T. (Ed.), *Proceedings of the Tenth Congress of the European Society for Research in Mathematics Education (CERME10, February 1-5, 2017)*. http://erme.site/wp-content/uploads/archives/CERME10_Proceedings_2017.pdf

Clivaz, S., & Ni Shuilleabhain, A. (2017) *Examining Teacher Learning in Lesson Study: Mathematical Knowledge for Teaching and Levels of Teacher Activity.* Paper presented at the WALS International Conference November 2017, Nagoya, Japan.

Clivaz, S. & Ni Shuilleabhain, A. (2019) What knowledge do teachers use in Lesson Study? A focus on Mathematical knowledge for teaching and levels of teacher activity. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*,419-440. Springer, New York.

Clivaz, S. & Takahashi, A. (2018) Mathematics Lesson Study around the world: Conclusions and looking ahead. In Quaresma, M., Winsløw, C., Clivaz, S., da Ponte, J.P., Ní Shúilleabháin, A. & Takahashi, A. (Eds.), *Mathematics Lesson Study Around the World*, 153–164. Springer, New York. https://doi.org/10.1007/978-3-319-75696-7_9

<u>Clivaz, S. & Takahashi, A. (2020) Lesson Study, teaching through problem solving and neriage:</u> reflections around the observation of a mathematics lesson. Revue de Mathématiques pour l'école (RMé) - Ex. Math-Ecole, 233, 6-15. http://hdl.handle.net/20.500.12162/4019

Coenders, F. & Verhoef, N. (2019) Lesson Study: professional development (PD) for beginning and experienced teachers. *Professional Development in Education* 45, 2, 217–230. https://doi.org/10.1080/19415257.2018.1430050

Cohan, A. & Honigsfeld, A. (2007) Incorporating 'Lesson Study' in teacher preparation. *The Educational Forum* 71,1, 81–92. https://www.researchgate.net/publication/233348775_Incorporating_'Lesson_Study'_in_Teacher_Prep aration

Collet, V.S.& Nakawa, N. (2022) Lesson Study on two continents: Contextual differences reflected in teachers' pedagogy, effect, and processes. *International Journal for Lesson and Learning Studies* 11, 4, 260-274. https://doi.org/10.1108/IJLLS-03-2022-0043

Collet, V.S. & Peñaflorida, J. (2021) Lesson Study as transformative learning for international graduate teaching assistants: "It's like we have a second life". *International Journal for Lesson and Learning Studies* 10, 1, 3-15. https://doi.org/10.1108/IJLLS-05-2020-0024

Conceição, T., Baptista, M. & da Ponte, J.P. (2019) Lesson Study as a trigger for preservice physics and chemistry teachers' learning about inquiry tasks and classroom communication. 8, 1,79-96. https://doi.org/10.1108/IJLLS-11-2018-0081

Cooper, S., Wilkerson, T., Eddy, C., Kamen, M., Marble, S., Junk, D. & Sawyer, C. (2011) Lesson Study among Mathematics educators: Professional collaboration enabled through a virtual faculty learning community. *Learning Communities Journal* 3, 21-40.

Corcoran, D. (2011) Learning from Lesson Study: Power distribution in a community of practice. In Hart, L., Alston, A. S. & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education* (pp. 251-267). New York: Springer.

https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distribution-in-a-Community-of-Practice.pdf

Coskun, A. (2017) The application of Lesson Study in teaching English as a foreign language. *İnönü University Journal of the Faculty of Education* 18, 1, 151-162. DOI: 10.17679/inuefd.297845 https://dergipark.org.tr/tr/download/article-file/283400 https://tech.ed.gov/wp-content/uploads/2014/11/Expanding-Evidence.pdf

da Ponte, J. P. (2017) Lesson studies in initial Mathematics teacher education. *International Journal for Lesson and Learning Studies* 6, 2, 169–181. doi:10.1108/IJLLS-08-2016-0021

da Ponte, J.P., Quaresma, M. & Mata-Pereira, J. (2023)The development of teachers' knowledge in a Lesson Study. *International Journal for Lesson and Learning Studies*12, 1, 78-91. https://doi.org/10.1108/IJLLS-02-2022-0025 de Jong, L., Meirink, J. & Admiraal, W. (2022) School-based collaboration as a learning context for teachers: A systematic review. International Journal of Educational Research Volume 112, 101927 https://oda.oslomet.no/oda-

xmlui/bitstream/handle/11250/3064419/De%2BJong%2Bet%2Bal%2B%2B%25282022%2529.pdf?s equence=1&isAllowed=y

de Macedo, A. D. R., Baltar Bellemain, P.M. & Winsløw, C. (2020) Lesson Study with didactical engineering for student teachers in Brazil. *International Journal for Lesson and Learning Studies*, 9, 2, 127-138. https://doi.org/10.1108/IJLLS-03-2019-0027

de Vries, S. & Roorda, G. (2016) A reasoned action approach to participation in Lesson Study. Conference: WALS 2016 September

https://www.researchgate.net/publication/307174574_A_Reasoned_Action_Approach_to_Participation_in_Lesson_Study

de Vries, S., Roorda, G., & van Veen, K. (2017) The effectiveness and practicability of Lesson Study in the Dutch educational context. Paper presented in Symposium- Lesson Study research in North Netherlands: its effectiveness and practicability in the Dutch context. University of Groningen, Groningen.

https://pure.rug.nl/ws/portalfiles/portal/51718101/paper_case_report_WALS_2017_groningen_sympo sium.pdf

de Vries, S. & Uffen, I. (2021) Facilitating a Lesson Study team to adopt an inquiry stance. In Murata, & Lee, C.K.E. (Eds.), *Stepping Up Lesson Study: An Educator's Guide to Deeper Learning*, 94-105. Routledge, New York.

https://www.routledge.com/Stepping-up-Lesson-Study-An-Educators-Guide-to-Deeper-Learning/Murata-Lee/p/book/9780367433390

de Vries, S., Verhoef, N., & Goei, S. L. (2016) *Lesson Study: A Practical Guide to Teaching*. Garant-Uitgevers NV, Antwerp. https://research.rug.nl/en/publications/lesson-study-een-praktische-gids-voor-het-onderwijs

Demir, K., Sutton-Brown, C. & Czerniak, C. (2012) Constraints to changing pedagogical practices in higher education: An example from Japanese Lesson Study. *International Journal of Science Education* 34,11,1709–1739. https://www.tandfonline.com/doi/abs/10.1080/09500693.2011.645514

Department for Children, Schools and Families (DCSF) (2008) *Improving Practice and Progression Through Lesson Study*. Author, London.

http://webarchive.nationalarchives.gov.uk/20110202093118/http:/nationalstrategies.standards.d csf.gov.uk/node/132730

Department for Children, Schools and Families (DCSF) (2009) *Improving Subject Pedagogy Through Lesson Study - Handbook for Leading Teachers in Mathematics and English*. Govt. of UK, London. https://dera.ioe.ac.uk/id/eprint/2407/7/sc_ma_lt_handbook_0093709_Redacted.pdf

Department for Children, Schools and Families (DCSF) (2011) *Improving Practice and Progression Through Lesson Study Handbook for Headteachers, Leading Teachers and Subject Leaders.* Govt. of UK, London.

https://lessonstudy.co.uk/wp-content/uploads/2011/05/Improving-Practice-and-Progression-through-Lesson-Study1.pdf

Dersforges, C. (2015) Foreword: Lesson Study as a strategic choice for CPD. In Dudley, P. (Ed.), *Lesson Study: Professional Learning for Our Time*, 1-28. Routledge, New York. https://www.taylorfrancis.com/books/edit/10.4324/9780203795538/lesson-study-peter-dudley

Doig, B. & Groves, S. (2011) Japanese Lesson Study: Teacher professional development through communities of inquiry. *Mathematics Teacher Education and Development* 13, 1, 77–93. https://files.eric.ed.gov/fulltext/EJ960950.pdf

Doig, B., Groves, S. & Fujii, T. (2011) The critical role of task development in Lesson Study. In Hart. L., Alston, A. S. & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education*, 282-299. Springer, New York.

https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distributionin-a-Community-of-Practice.pdf

Dotger, S. (2011) Exploring and developing graduate teaching assistants' pedagogies via Lesson Study. *Teaching in Higher Education* 16, 2, 157–169. https://doi.org/10.1080/13562517.2010.507304

Dotger, S. (2015) Methodological understandings from elementary science Lesson Study facilitation and research. *Journal of Science Teacher Education* 26, 4, 349–369. https://www.tandfonline.com/doi/abs/10.1007/s10972-015-9427-2

Dotger, S. & Walsh, D. (2015) Elementary art & science: Observational drawing in Lesson Study. *International Journal for Lesson and Learning Studies* 4, 1, 26-38. <u>https://doi.org/10.1108/IJLLS-05-2014-0013</u>

Druken, B.K., Marzocchi, A.S. & Brye, M.V. (2021) Facilitating collaboration between Mathematics methods and content faculty through cross-departmental lesson study. *International Journal for Lesson and Learning Studies* 10, 1, 33-46. https://doi.org/10.1108/IJLLS-06-2020-0033

Dudley, P. (2007) *The Lesson Study Model*. Centre for Learning and Teaching, Newcastle University, http://www.teachingexpertise.com/articles/the-lesson-study-modelof-classroom-enquiry-2950

Dudley, P. (2008) Improving Practice and Progression Through Lesson Study: Handbook for Headteachers, Leading Teachers and Subject Leaders. DCSF Publications, Nottingham.

Dudley, P. (2011a) Lessons for learning: How teachers learn in contexts of Lesson Study. *PhD thesis*, University of Cambridge.

Dudley, P. (2011b) *Lesson Study: A Handbook*. Author, Cambridge. https://lessonstudy.co.uk/2015/11/download-a-free-copy-of-the-lesson-study-handbook/

Dudley, P. (2011c) Lesson Study development in England: From school networks to national policy. *International Journal for Lesson and Learning Studies* 1, 1, 85-100, November. https://doi.org/10.1108/20468251211179722 https://www.emerald.com/insight/content/doi/10.1108/20468251211179722/full/html

Dudley, P. (2013) Teacher learning in Lesson Study: What interaction-level discourse analysis revealed about how teachers utilised imagination, tacit knowledge of teaching and fresh evidence of learning, to develop practice knowledge and so enhance their pupils' learning. *Teaching and Teacher Education* 34, 107-121.

https://www.sciencedirect.com/science/article/abs/pii/S0742051X13000735?via%3Dihub

Dudley, P. (2014) *Lesson Study: A Handbook*. Lesson Study UK, Cambridge. https://lessonstudy.co.uk/wp-content/uploads/2012/03/new-handbook-revisedMay14.pdf

Dudley, P. (2015) How Lesson Study works and why it creates excellent learning and teaching? In Dudley, P. (Eds.), *Lesson Study- Professional Learning for Our Time*, 1-28 Routledge, New York. https://www.routledge.com/Lesson-Study-Professional-learning-for-our-time/Dudley/p/book/9781138218628

Dudley, P. (2015) (Ed.) *Lesson Study: Professional Learning for Our Time*. Routledge, New York. https://www.routledge.com/Lesson-Study-Professional-learning-for-ourtime/Dudley/p/book/9781138218628

Dudley, P. (2019) Teacher education and Lesson Study. In Lampert, J. (Ed.in chief), *The Oxford Encyclopedia of Global Perspectives on Teacher Education*, pp. 1004-1018. Oxford University Press, New York. https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-779.

Dudley, P. (2023) After word. In Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds), *Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions*, Chapter 16, 268-274. Routledge, Abingdon. https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

Dudley, P. & Vrikki, M. (2019) Teachers' collaborative dialogues in contexts of Lesson Study. In Mercer, N., Wegerif, R. and Major, L. (Eds), *The Routledge International Handbook of Research on Dialogue Education*, 217-226. Routledge, Abingdon, https://typeset.io/pdf/teachers-collaborative-dialogues-in-contexts-of-lesson-study-33gkt5nsdt.pdf

Dudley, P., Warwick, P., Vrikki, M., Vermunt, J.D., Mercer, N., & van Halem, N. (2019) Implementing a new Mathematics curriculum in England: District research Lesson Study as a driver for student learning, teacher learning and professional dialogue. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 285-315. Springer, New York.

Dudley, P., Xu, H., Vermunt, J. D. & Lang, J. (2019) Empirical evidence of the impact of Lesson Study on students' achievement, teachers' professional learning and on institutional and system evolution. *European Journal of Education* 54, 2, 202-217. https://pure.tue.nl/ws/files/127496114/Dudley_et_al_2019_European_Journal_of_Education.pdf

Dudley, P., Warwick, P., Vrikki, M., Vermunt, J.D., Mercer, N., & van Halem, N. (2019) Implementing a new Mathematics curriculum in England: District research Lesson Study as a driver for student learning, teacher learning and professional dialogue. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 285-315. Springer, New York.

Ebaeguin, M. (2018) Designing Japanese Lesson Study as a teacher professional development program in a Philippine setting: Cultural considerations, challenges, and opportunities. *Educational Designer* 3, 11, 1-15.

https://www.educationaldesigner.org/ed/volume3/issue11/article42/pdf/ed_3_11_ebaeguin.pdf

Ebaeguin, M. & Stephens, M. (2014) Cultural challenges in adapting lesson study to a Philippines setting. *Mathematics Teacher Education and Development* 16, 1, 43-64. https://files.eric.ed.gov/fulltext/EJ1046683.pdf Education and Training Foundation CfEM (2023a) *Teaching for Mastery Lesson Study Toolkit Section -1 - Learning about Lesson Study*. Author, London https://www.et-foundation.co.uk/wp-content/uploads/2023/06/CfEM-lesson-study-toolkit-section-1.pdf

Education and Training Foundation CfEM (2023b) *Teaching for Mastery Lesson Study Toolkit Section -2 - Running a Lesson Study Group.* Author, London https://www.et-foundation.co.uk/wp-content/uploads/2023/06/CfEM-lesson-study-toolkit-section-2.pdf

Education and Training Foundation CfEM (2023c) *Teaching For Mastery Lesson Study Toolkit Section -3 - Participating in Lesson Study*. Author, London https://www.et-foundation.co.uk/wp-content/uploads/2023/06/CfEM-lesson-study-toolkit-section-3.pdf

Edmund W.K. Lim (2015) A review Lesson Study for learning community (LSLC). *International Journal for Lesson and Learning Studies* 4, 4, 418-420. https://doi.org/10.1108/IJLLS-02-2015-0009

Edwards, S. G. (2014) Lesson Study: A mechanism to support effective teacher engagement with and in educational research? A think-piece. *The Bridge: Journal of Educational Research Informed Practice* 1, 1, 48-64.

https://journaleducational research informed practice. files. word press. com/2014/08/4 edwards 2014 june. pdf

Edwards, T. (2021) Developing the methodology of Lesson Study to enhance the spiritual, moral social and cultural development of pupils with moderate learning difficulties in a UK special school setting. In Goei, S. L., Norwich, B. & Dudley, P. (Eds.), *Lesson Study in Inclusive Educational Settings*, 121-136. Routledge, London. https://doi.org/10.4324/9781315668581 https://www.routledge.com/Lesson-Study-in-Inclusive-Educational-Settings/Goei-Norwich-Dudley/p/book/9780367712112

Elliott, J. (2012) Developing the science of teaching through Lesson Study. *International Journal for Lesson and Learning Studies*, 1, 2, 108-125. https://doi.org/10.1108/20468251211224163

Elliott, J. (2012) Lesson Study in transnational space. *International Journal for Lesson and Learning Studies 1*,2. https://doi.org/10.1108/ijlls.2012.57901baa.001

Elliott, J. (2013) Placing Lesson Study at the heart of the school-based curriculum development process and the development of teachers' knowledge. *International Journal for Lesson and Learning Studies* 2, 1. https://doi.org/10.1108/ijlls.2013.57902aaa.002

Elliott, J. (2014) Lesson Study, learning theory, and the cultural script of teaching. *International Journal for Lesson and Learning Studies* 3, 3, https://doi.org/10.1108/IJLLS-08-2014-0028

Elliott, J. (2015) Editorial. *International Journal for Lesson and Learning Studies* 4, 1, https://doi.org/10.1108/IJLLS-10-2014-0041

Elliott, J. (2015) Towards a comprehensive pedagogical theory to inform Lesson Study: An editorial Review. *International Journal for Lesson and Learning Studies* 4, 4, 318-327. https://doi.org/10.1108/IJLLS-08-2015-0028 Elliott, J. (2016) Significant themes in developing the theory and practice of Lesson Study. *International Journal for Lesson and Learning Studies* 5, 4, 274-280. <u>https://doi.org/10.1108/IJLLS-08-2016-0022</u>

Elliott, J. (2017) Editorial review: Lesson Study as curriculum analysis (Kyouzai Kenkyuu) in action and the role of the teacher as a researcher. *International Journal for Lesson and Learning Studies* 6, 1, 2-9. https://doi.org/10.1108/IJLLS-11-2016-0045

Elliott, J. (2019) A Western perspective. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 785-801. Springer, New York.

Elliott, J. (2019) Quality criteria for Lesson and Learning Studies as forms of action research. *International Journal for Lesson and Learning Studies* 9, 1, 11-17. https://doi.org/10.1108/IJLLS-02-2019-0018

Elliot, J. (2019) What is Lesson Study? *European Journal of Education* 54, 2, 175–188. https://doi.org/10.1111/ejed.12339

Elliott, J. & Mun Ling, L. (2012) Editorial. *International Journal for Lesson and Learning Studies* 1, 1. https://doi.org/10.1108/ijlls.2012.57901aaa.001

Ermeling, B. & Graff-Ermeling, G. (2014) Learning to learn from teaching: A first-hand account of lesson study in Japan. *International Journal for Lesson and Learning Studies* 3, 2, 170-191. https://doi.org/10.1108/IJLLS-07-2013-0041 https://www.emerald.com/insight/content/doi/10.1108/IJLLS-08-2014-0022/full/html

Eraslan, A. (2008) Japanese Lesson Study: Can it work in Turkey? *Education and Science* 33, 149, 62-67. https://search.trdizin.gov.tr/tr/yayin/detay/78089/japanese-lesson-study-can-it-work-in-turkey

Estrella, S., Zakaryan, D., Olfos, R. & Espinoza, G. (2020) How teachers learn to maintain the cognitive demand of tasks through Lesson Study. *Journal of Mathematics Teacher Education* 2, 1–18. https://doi.org/10.1007/s10857-018-09423-y

Fang, Y. (2017) School-based teaching research and lesson-case study in mediating the second cycle curriculum reform in Shanghai. *International Journal for Lesson and Learning Studies* 6, 4, 293-305. https://doi.org/10.1108/IJLLS-02-2017-0010

Fang, Y., Huang, R. & Chen, X. (Eds.) (2022) Chinese Lesson Study reconceptualized in time of core competencies-based (hex in suyang 核心素养) Reform [Special Issue]. *International Journal for Lesson and Learning Studies* 11, 2. http://core.miserver.it.umich.edu/omeka-s/s/ire/item/3983

Fang, Y., Lee, C.K.E. & Yang, Y. (2012) Developing curriculum and pedagogical resources for teacher learning: A Lesson Study video case of "Division with Remainder" from Singapore. *International Journal for Lesson and Learning Studies* 1,1, 65-84. https://doi.org/10.1108/20468251211179713

Fang, Y., Paine, L. & Huang, R. (2022) Continuity and change: Chinese Lesson Study redefined in the context of key competencies-based reform. *International Journal for Lesson and Learning Studies* 11, 2, 49-59. https://doi.org/10.1108/IJLLS-04-2022-0057

Fang, Y. & Wang, H. (2021) Trends of and implications for the diffusion of Lesson Study: Thematic analysis of WALS2019 conference presentations. *International Journal for Lesson and Learning Studies* 10, 1, 61-74. https://doi.org/10.1108/IJLLS-09-2020-0063

Fang, Y., Wang, X., & Kim-Eng, C. L. (2019) Representing instructional improvement in Lesson Study through principled analysis of research lessons in Singapore: A Case of Equivalent Fractions. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 393-418. Springer, New York.

Fauskanger, J. (2019) Lesson Study at four lower secondary schools – from the perspective of the teachers. *Nordic Studies in Education* 39, 4, 264–280. https://www.idunn.no/doi/abs/10.18261/issn.1891-5949-2019-04-03

Fauskanger, J., Helgevold, N., Kazima, M. & Jakobsen, A. (2022) Challenging Malawian primary teachers' views on Mathematics teaching and learning through Lesson Study. *International Journal for Lesson and Learning Studies*11, 1, 26-39. https://doi.org/10.1108/IJLLS-10-2021-0087

Fauskanger, J., Jakobsen, A. & Kazima, M. (2019) Malawi Mathematics teacher educators' understanding of Lesson Study. *International Journal for Lesson and Learning Studies* 8, 1, 48-59. https://doi.org/10.1108/IJLLS-06-2018-0039

Fernandez, C. (2002) Learning from Japanese approaches to professional development: the case of lesson study. *Journal of Teacher Education* 53, 5, 393–405. https://journals.sagepub.com/doi/10.1177/002248702237394

Fernandez, C. (2005) Lesson Study: A means for elementary teachers to develop the knowledge of Mathematics needed for reform-minded teaching? *Mathematical Thinking and Learning*, 7:4, 265-289, DOI: 10.1207/s15327833mtl0704_1

Fernandez, C., Cannon, J., & Chokshi, S. (2003) A US–Japan Lesson Study collaboration reveals critical lenses for examining practice. *Teaching and Teacher Education* 19, 2, 171–185. http://reflectiveprac.weebly.com/uploads/8/3/7/0/8370895/a_usjapan_lesson_study_collaboration_rev eals_critical_lenses.pdf

Fernandez, C. & Chokshi, S. (2002) A practical guide to translating Lesson Study for a US setting. *Phi Delta Kappan* 84, 2, 128–134. https://journals.sagepub.com/doi/10.1177/003172170208400208

Fernandez, C. & Chokshi, S. (2004) Challenges to importing Japanese Lesson Study: Concerns, misconceptions, and nuances. *Phi Delta Kappa International* 85, 7, 520- 525. https://journals.sagepub.com/doi/abs/10.1177/003172170408500710?journalCode=pdka

Fernandez, C. & Yoshida, M. (2004) *Improving Mathematics Teaching and Learning: The Japanese Lesson Study Approach (Studies in Mathematical Thinking and Learning Series)*. Lawrence Erlbaum Associates, Mahwah, NJ.

https://www.researchgate.net/publication/292258384_Lesson_study_A_Japanese_approach_to_improving_mathematics_teaching_and_learning

Fernandez, C. & Yoshida, M. (2004) Lesson Study. Taylor & Francis, London, UK.

Fernandez, M. L. (2005) Learning through microteaching lesson study in teacher preparation. *Action in Teacher Education* 26, 4: 37–47.

Fernández, M.L. (2010) Investigating how and what prospective teachers learn through microteaching lesson study. *Teaching and Teacher Education* 26, 351–362. https://www.researchgate.net/publication/248527022_Investigating_how_and_what_prospective_teac hers_learn_through_microteaching_lesson_study

Fernández, M. L., & Robinson, M. (2006) Prospective teachers' perspectives on microteaching lesson study. *Education* 127, 2, 203-215. https://eric.ed.gov/?id=EJ765819

Fernandez, M. L. & Zilliox, J. (2011) Investigating approaches to lesson study in prospective Mathematics teacher education. In Hart, L.C. Alston, A. S. & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education*, 85-102. Springer, New York. https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distributionin-a-Community-of-Practice.pdf

Firdaus, F., Suratno & Fikri, K. (2019) The analysis of discussion pattern of Lesson Study-based learning process skill in vocational school. *Journal of Physics: Conference Series* 1211 012096 DOI 10.1088/1742-6596/1211/1/012096 https://iopscience.iop.org/article/10.1088/1742-6596/1211/1/012096/pdf

Fox, A. & Poultney, V. (2020) Teacher professional learning through Lesson Study: Teachers' reflections. *International Journal for Lesson and Learning Studies* 9, 4, 397-412. https://doi.org/10.1108/IJLLS-03-2020-0011

Fujii, T. (2013) Adapting and implementing Lesson Study: Focusing on designing tasks in Lesson Study. In Inprasitha, M. (Ed.), *Innovations and Exemplary Practice in Mathematics Education*. Proceedings of the 6th East Asian Regional Conference on Mathematics Education, EARCOME 6, 163–172. Centre for Research in Mathematics Education, Phuket, Thailand.

Fujii, T. (2014) Implementing Japanese lesson study in foreign countries: Misconceptions revealed. *Mathematics Teacher Education and Development* 16, 1, 65-83. https://files.eric.ed.gov/fulltext/EJ1046666.pdf

Fujii, T. (2016) Designing and adapting tasks in lesson planning: A critical process of Lesson Study. *ZDM Mathematics Education* 48, 4, 411-423. https://link.springer.com/article/10.1007/s11858-016-0770-3

Fujii, T. (2018) Lesson Study and teaching mathematics through problem solving: The two wheels of a cart. In Quaresma, M., Winsløw, C., Clivaz, C., da Ponte, J. P., Ní Shúilleabháin, A. &. Takahashi, A. (Eds.), Mathematics lesson study around the world. ICME-13 monographs, 1–21. Springer. https://doi.org/10.1007/978-3-319-75696-7_1

Fujii, T. (2019) Designing and adapting tasks in Lesson Planning: A critical process of Lesson Study. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 681-704. Springer, New York. Fujiwara, Y. (2009) Development of Lesson Study movement. In National Association for the Study of Educational Methods (Ed.), *Lesson Study in Japan: The History of Lesson Study and Teacher Education*, 25–38. Akanksha.

Gallastegi, L., Stutchbury, K. & Woodward, C. (2019) *Taking Ownership: Including All in Teachers' School-Based Continuous Professional Development*. Commonwealth of Learning, Vancouver.

https://oasis.col.org/server/api/core/bitstreams/890a5104-69df-4d74-89c9-19997a2911d0/content

Gardner, V., Joubert, M., Barrett, A.M. & Tikly, L. (2018) Approaches to Strengthening Secondary STEM & ICT Education in Sub-Saharan Africa. School of Education, University of Bristol, Bristol.

https://www.bristol.ac.uk/media-library/sites/education/documents/Binder1.pdf

Gero, G. (2015) The prospects of Lesson Study in the US: Teacher support and comfort within a district culture of control. *International Journal for Lesson and Learning Studies* 4, 1, 7-25. <u>https://doi.org/10.1108/IJLLS-02-2014-0007</u>

Goei, S. L., Norwich, B. & Dudley, P. (Eds.) (2021) *Lesson Study in Inclusive Educational Settings*. Routledge, London. https://doi.org/10.4324/9781315668581

Goei, S. L., Norwich, B. & Dudley, P. (Eds.), (2021) *Lesson Study in Inclusive Educational Settings*. Routledge, London. https://www.routledge.com/Lesson-Study-in-Inclusive-Educational-Settings/Goei-Norwich-Dudley/p/book/9780367712112

Goei, S. L., Norwich, B. & Dudley, P. (2021) Lesson Study for inclusive teaching in various settings. In Goei, S. L., Norwich, B. & Dudley, P. (Eds.), *Lesson Study in Inclusive Educational Settings*, 1-19. Routledge, London. https://doi.org/10.4324/9781315668581 https://www.routledge.com/Lesson-Study-in-Inclusive-Educational-Settings/Goei-Norwich-Dudley/p/book/9780367712112

Goei, S.L., van Joolingen, W.R., Goettsch, F., Khaled, A., Coenen, T., In 't Veld, S.G.J.G., de Vires, S. & Schipper, T.M. (2021) Online lesson study: virtual teaming in a new normal. *International Journal for Lesson and Learning Studies* 10, 2, 217-229. https://doi.org/10.1108/IJLLS-09-2020-0078

Goei, S.L., Verhoef, N.C., de Vries, S., Van Vugt, F., & Coenders, G.G.M. (2015) A Lesson Study team as a professional learning community. *Journal for Teacher Educators* 36, 4, 83-90.

https://www.researchgate.net/publication/287208857_Goei_SL_Verhoef_N_Vries_S_de_Coenders_F _Vugt_F_van_2015_Een_Lesson_Study_team_als_een_professionele_leergemeenschap_Tijdschrift_ voor_Lerarenopleiders_36_4_pp_83-90

Goh, R. & Fang, Y. (2017) Improving English language teaching through Lesson Study: Case study of teacher learning in a Singapore primary school grade level team. *International Journal for Lesson and Learning Studies* 6, 2,135-150. https://doi.org/10.1108/IJLLS-11-2015-0037

Goh, R. & Fang, Y. (2023) A tale of two schools: Curriculum deliberation and school-level orientation in transforming knowledge through Lesson Study. *International Journal for Lesson and Studies* 12, 2, 166-178. https://doi.org/10.1108/IJLLS-02-2022-0026

Gök, S. O. (2016) Lesson study in ELT. *TESOL Quarterly* 40, 1, 235-257. https://www.researchgate.net/publication/310604658_Lesson_Study_in_ELT

Gomes, P., Quaresma, M. & da Ponte, J.P. (2023) Leading whole-class discussions: from participating in a Lesson Study to teaching practice. *International Journal for Lesson and Learning Studies* 12, 2, 139-151. https://doi.org/10.1108/IJLLS-02-2022-0022

Griffiths, J. (2016) Bridging the school placement gap with peer micro-teaching Lesson Study. *International Journal for Lesson and Learning Studies*5, 3, 227-238. https://doi.org/10.1108/IJLLS-11-2015-0035

Grigioni Baur, S., Bumbacher, E. & Debernardi, Y. (2021) Teachers as Designers: Embedding Lesson Study in Makerspaces to Create Artefact-Based Interdisciplinary STEAM Activities. Paper presented at the WALS, November 2021, Hong Kong - Macao (on line), Chine. http://hdl.handle.net/20.500.12162/5285

https://orfee.hepl.ch/bitstream/handle/20.500.12162/5285/WALS_2021%20Grigioni%20Baur%20-%20Brumbacher%20-%20Debernardi.pdf?sequence=1&isAllowed=y

Grimsæth, G. & Hallås, B. O. (2015) Lesson Study model: The challenge of transforming a global idea into local practice. *Policy Futures in Education* 14, 109–122. https://doi.org/10.1177/1478210315612649

Groves, S., Doig, B., Widjaja, W., Garner, D. & Palmer, K. (2013) Implementing Japanese lesson study: An example of teacher-researcher collaboration. *Australian Mathematics Teacher* 69, 3, 10–17. https://journals.library.columbia.edu/index.php/jmetc/article/view/673/119

Groves, S., Fujii, T., Widjaja, W., Hino, K., Matsuda, N., & Ames, F. (2023) What can online Lesson Study offer? Findings from an Australian-Japanese collaboration. In Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds), *Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions*, Chapter 4, 51-67. Routledge, Abingdon.

https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

Gruber, H. (2019) Lesson study with music: A new way to expand the dialogic space of learning and Teaching. *International Journal for Lesson and Learning Studies* 8, 4, 272-289. https://doi.org/10.1108/IJLLS-03-2019-0019

Gu, F. & Gu, L. (2019) Characterizing mathematics teaching research specialists' Mentoring in the context of Chinese Lesson Study. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 657-680. Springer, New York.

Gunnarsdóttir, G. H. & Pálsdóttir, G. (2019) Developing learning communities through Lesson Study. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 465-483. Springer, New York.

Gurl, T. (2010) Improving preservice field placements in secondary Mathematics: A residency model for student teaching through lesson study. *Journal of Mathematics Education at Teachers College* 1,1,17–20.

Gurl, T. (2011) A model for incorporating lesson study into the student teaching placement: what worked and what did not? *Educational Studies* 37, 5, 523–528.

https://www.researchgate.net/publication/233335576_A_model_for_incorporating_lesson_study_into _the_student_teaching_placement_What_worked_and_what_did_not

Gutierez, S. B. (2015) Collaborative professional learning through lesson study: Identifying the challenges of inquiry-based teaching. *Issues in Educational Research* 25, 2, 118-134 https://www.iier.org.au/iier25/gutierez.pdf

Győri, J. G. (2019) Lesson and learning studies—An edifying story. *European Journal of Education* 54, 167–174. https://onlinelibrary.wiley.com/doi/pdf/10.1111/ejed.12338

Hadfield, M. & Jopling, M. (2016) Problematizing lesson study and its impacts: studying a highly contextualised approach to professional learning. *Teaching and Teacher Education: An International Journal of Research and Studies* 60, 1, 203-214. https://core.ac.uk/download/pdf/96708191.pdf

Haiyan X U & David Pedder, D. (2015) Lesson Study: an international review of the research. In Dudley, P. (Ed.), *Lesson Study: Professional Learning of Our Time*, 29 -58. Routledge, London.

Hajar, M.U. & Hendayana, S. (2019)Lesson study as a means of transforming classroom discourse and student cognitive engagement in science classroom. *Journal of Physics: Conference Series* 1157, 2. https://iopscience.iop.org/article/10.1088/17/22.6596/1157/2/022050/pdf

https://iopscience.iop.org/article/10.1088/1742-6596/1157/2/022050/pdf DOI 10.1088/1742-6596/1157/2/022050

Hallitzky, M., Herfter, C., Kinoshita, E. Leicht, J., Mbaye, M. & Spendrin, K. (2021) Lesson Study in German-speaking countries: Between classroom research and teacher education. In Kim, J., Yoshida, N., Iwata, S. & Kawaguchi, H. (Eds.), *Lesson Study-based Teacher Education: The Potential of the Japanese Approach in Global Settings, 155-170.* Routledge, London.

Han, X. & Huang, R. (2019) Developing teachers' expertise in Mathematics instruction as deliberate practice through Chinese Lesson Study? In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 59-81. Springer, New York.

Handayani, R. D., Wilujeng, I., Prasetyo, Z. K. & Triyanto (2019) Building an indigenous learning community through lesson study: challenges of secondary school science teachers, *International Journal of Science Education* 41, 3, 281-296, DOI: 10.1080/09500693.2018.1548789

Hanfstingl, B., Rauch, F., & Zehetmeier, S. (2019) Lesson Study, learning study and action research: Are there more differences than a discussion about terms and schools? Educational Action Research 27. 4. 455-459.

https://www.tandfonline.com/doi/pdf/10.1080/09650792.2019.1652450

Harris, L. M., Halvorsen, A., Doornbos, L.& Missias, M. T. (2021) Lesson Study in the United States: Possibilities and challenges through a case study in social studies education. In Kim, J., Yoshida, N., Iwata, S. & Kawaguchi, H. (Eds.), *Lesson Study-based Teacher Education: The Potential of the Japanese Approach in Global Settings*, 143-154. Routledge, London.

Harisudin, L., Susanto & Hobri (2019) The development of Mathematics learning tools through the bridge games based on lesson study for learning community and its relationship with the higher order thinking skills in probability theory. *Journal of Physics: Conference Series* 1211 012075 DOI 10.1088/1742-6596/1211/1/012075

https://iopscience.iop.org/article/10.1088/1742-6596/1211/1/012075/pdf

Hart, L. (2009) A study of Japanese Lesson Study with third grade Mathematics teachers in a small school district. *STRATE Journal* 18, 1, 32–43. https://files.eric.ed.gov/fulltext/EJ948667.pdf

Hart, L.C., Alston, A. & Murata, A. (2011) *Lesson Study Research and Practice in Mathematics Education: Learning Together*. Springer, New York. https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distributionin-a-Community-of-Practice.pdf

Hart, L.C. & Carriere, J. (2011) Developing the habits of mind for a successful Lesson Study community. In Hart, L., Alston, A. S. & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education*, 27-38. Springer, New York. https://link.springer.com/book/10.1007/978-90-481-9941-9

Helgevold, N. & Murata, A. (2019) Problematizing teaching: Shifting preservice teacher talks through Lesson Study in Norway and the United States. In Lopez, A. E. & Olan, E. L. (Eds), *Transformative Pedagogies for Teacher Education: Moving Towards Critical Praxis in an Era of Change*, 1-18. Information Age, Charlotte, NC. https://content.infoagepub.com/files/fm/p5a0f4193ad070/9781641131094.pdf

Helmbold, E., Venketsamy, R. & van Heerden, J. (2021) Implementing Lesson Study as a professional development approach for early grade teachers: A South African case study. *Perspectives in Education 39*, 3, 183-196. https://journals.ufs.ac.za/index.php/pie/article/view/5081/4187

Hernández-Rodríguez, O., González, G. & Villafañe-Cepeda, W. (2021) Planning a research lesson online: pre-service teachers' documentation work. *International Journal for Lesson and Learning Studies*10, 2, 168-186. https://doi.org/10.1108/IJLLS-09-2020-0068

Hervas, G. & Medina, J.L. (2022) Higher education teachers' perception and use of content representations in Lesson Study. *International Journal for Lesson and Learning Studies* 11, 1, 14-25. https://doi.org/10.1108/IJLLS-09-2021-0077

Hervas, G. & Medina, J. L. (2020) Key components of Lesson Study from the perspective of complexity: A theoretical analysis, *Teachers and Teaching* 26, 1, 118-128, DOI: 10.1080/13540602.2020.1745174

Hidayat, T. & Santoso, S. (2021) Lesson Study stimulated students critical thinking in Cell Biology courses. *Journal of Physics Conference Series*, 1731, Mathematics and Science Education International Seminar (MASEIS) 2019 5 October 2019, Bengkulu, Indonesia. https://iopscience.iop.org/article/10.1088/1742-6596/1731/1/012016/pdf DOI 10.1088/1742-6596/1731/1/012016

Hird, M., Larson, R., Okubo, Y. & Uchino, K. (2014) Lesson Study and lesson sharing: An appealing marriage. *Creative Education* 5,10, 769-779 DOI: 10.4236/ce.2014.510090 https://www.scirp.org/(S(i43dyn45teexjx455qlt3d2q))/journal/paperinformation.aspx?paperid=46993

Hogan, P. (2015) Lesson Study East and West: Identifying Some Key Issues. *International Journal for Lesson and Learning Studies* 4, 2, 178-181. https://doi.org/10.1108/IJLLS-01-2015-0004

Holden, M. (2022) Exploring online lesson study as a vehicle for teacher collaborative professional learning. *International Journal for Lesson and Learning Studies*. 12, 2, 179-193. https://doi.org/10.1108/IJLLS-01-2022-0012 https://www.emerald.com/insight/content/doi/10.1108/IJLLS-01-2022-0012/full/pdf

Holden, M. (2023) Brokering at the boundaries : A critical reflection on leading online lesson study. In Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds), *Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions,* Chapter 11,181-202. Routledge, Abingdon.

https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

Holmqvist, M. (2020) Lesson study as a vehicle for improving SEND teachers' teaching Skills. *International Journal for Lesson and Learning Studies* 9, 3, 193-202. https://doi.org/10.1108/IJLLS-05-2020-0022

Holmqvist, M. (2021) The use of Learning Study to enhance theoretically based instruction for students with high functioning autism spectrum disorder. In Goei, S. L., Norwich, B. & Dudley, P. (Eds.), *Lesson Study in Inclusive Educational Settings*, 182-213. Routledge, London. https://doi.org/10.4324/9781315668581 https://www.routledge.com/Lesson-Study-in-Inclusive-Educational-Settings/Goei-Norwich-

Dudley/p/book/978036771211

Horasirt, Y., Taylor, P. C. & Yuenyong, C. (2021) Innovation lesson plan of fertilizer dilemma story for integrated knowledge practicing through Lesson Study. *Journal of Physics: Conference Series*1835, 2nd International Annual Meeting on STEM education (I AM STEM) 2019 27-29 September 2019, Thái Nguyên, Vietnam. https://iopscience.iop.org/article/10.1088/1742-6596/1835/1/012043/pdf DOI 10.1088/1742-6596/1835/1/012043

Hoznour, P. I., Debernardi, Y., & Grigioni Baur, S. (2021) Online LS with Biology and Physics Preservice Teachers: First Results and Food for Thought. Paper presented at the WALS November 2021, Macao - Hong Kong (on line), China. https://orfee.hepl.ch/handle/20.500.12162/5284

Hoznour, P. I. & Grigioni Baur, S. & Morago, S. (2019) PPT- Drawing as a Tool to Assess the Efficacy of Lesson Study. https://orfee.hepl.ch/bitstream/handle/20.500.12162/5283/WALS%202020.pdf?sequence=1&isAllow ed=y

Hrastinski, S. (2021) Digital tools to support teacher professional development in Lesson Studies: A systematic literature review. *International Journal for Lesson and Learning Studies* 10, 2, 138–149.

Huang, R., Barlow, A.T. & Haupt, M.E. (2017) Improving core instructional practice in Mathematics teaching through Lesson Study. *International Journal for Lesson and Learning Studies*, 6, 4, 365-379. https://doi.org/10.1108/IJLLS-12-2016-0055

Huang, R., da Ponte, J. P., & Clivaz, S. (2023) Guest editorial: Networking theories for understanding and guiding lesson study. *International Journal for Lesson and Learning Studies* 12, 1, 1–6. doi: 10.1108/IJLLS-01-2023-128

Huang, R., Fang, Y. & Chen, X. (2017) Chinese Lesson Study: A deliberate practice, a research methodology, and an improvement science. *International Journal for Lesson and Learning Studies 6*, 4, 270–282. https://doi.org/10.1108/ijlls-08-2017-0037

Huang, R., Gong, Z. & Han, X. (2019) Implementing Mathematics teaching that promotes students' understanding through theory-driven Lesson Study. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 605-631. Springer, New York.

Huang, R., Helgevold, N. & Lang, J. (2021) Digital technologies, online learning, and Lesson Study. *International Journal for Lesson and Learning Studies* 10, 2, 105–117. https://doi.org/10.1108/IJLLS-03-2021-0018

Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds.) (2023a) Teacher *Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions.* Routledge, Abingdon.

https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

Huang, R., Helgevold, N., Lang, J. & Jiang, H. (2023 b) Teacher professional learning through hybrid LS. In Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds), *Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions,* Chapter I, 1-16. Routledge, Abingdon.

https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

Huang, R., Helgevold, N., Lang, J. & Jiang, H. (2023c) Conclusion. In Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds), Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions, Chapter 15,259-267. Routledge, Abingdon.

https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

Huang, R., Kimmins, D. & Winters, J. (2019) A critical mechanism for improving teaching and promoting teacher learning during Chinese Lesson Study: An analysis of the dynamics between enactment and reflection. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 705-730. Springer, New York.

Huang, R., Kimmins, D., Winters, J., & Rushton, G. (2020) Does a technology assisted Lesson Study approach enhance teacher learning while eliminating obstacles of traditional Lesson Study? *Contemporary Issues in Technology and Teacher Education* 20, 4. https://citejournal.org/volume-20/issue-4-20/mathematics/does-a-technology-assisted-lesson-study-approach-enhance-teacher-learning-while-eliminatingobstacles-of-traditional-lesson-study

Huang, R. & Li, Y. (2009) Pursuing excellence in mathematics classroom instruction through exemplary lesson development in China: a case study. *ZDM – The International Journal on Mathematics Education* 41, 297–309.

 $https://www.researchgate.net/publication/226044880_Pursuing_excellence_in_mathematics_classroom_instruction_through_exemplary_lesson_development_in_China_A_case_study$

Huang, R. & Shimizu, Y. (2016) Improving teaching, developing teachers and teacher educators, and linking theory and practice through Lesson Study in Mathematics: An international perspective *ZDM Mathematics Education* 48, 4, 393-409, https://doi.org/10.1007/s11858-016-0795-7

Huang, R. Takahashi, A., Clivaz, S., Kazima, M. & Inprastha, M. (2018) Lesson Study in Mathematics: Current status and further directions. *Proceedings of International Conference on Mathematics* 1, 1125-1156. https://eta.impa.br/dl/panel/Panel_18.6_Takahashi.pdf

Huang, R., Takahashi, A., & Ponte, J. P. (Eds.) (2019) *Theory and Practice of Lesson Study I\in Mathematics: An International Perspective.* Springer, New York.

Huang, R., Takahashi, A., & Ponte, J. P (2019) *Theory and practice of Lesson Study in Mathematics around the world*. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 3-12. Springer, New York.

Huang, R., Takahashi, A., & Ponte, J. P. (Eds.) (2019) *Theory and Practice of Lesson Study I\in Mathematics: An International Perspective*. Springer, New York. https://repositorio.ul.pt/bitstream/10451/41268/1/Huang%2C%20Takahashi%2C%20Ponte%20Cap% 202019.pdf

Huang, X., Huang, R., Huang, Y., Chenqi Wu, C. & Wanner, C. A. (2019) Lesson Study and its role in the implementation of curriculum reform in China. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 229-252. Springer, New York.

Huang, X., Huang, R. & Lai, M.Y. (2022) Exploring teacher learning process in Chinese lesson study: a case of representing fractions on a number line, *International Journal for Lesson and Learning Studies*11, 2, 121-132. https://doi.org/10.1108/IJLLS-03-2021-0026

Huang, X., Lai, M.Y. & Huang, R. (2021) Teachers' learning through an online lesson study: an analysis from the expansive learning perspective. *International Journal for Lesson and Learning Studies*10, 2, 202-216. https://doi.org/10.1108/IJLLS-09-2020-0076

Hunter, J. & Back, J. (2011) Facilitating sustainable PD through Lesson Study. *Mathematics Teacher Education and Development* 13, 1, 94-114. https://files.eric.ed.gov/fulltext/EJ960951.pdf

Huong, L. T. T., Quynh, N.T, T., Ngoc, N. T. & Duc, N. M. (2021) Applying the Lesson Study model in developing teaching capability for young teachers in Vietnam. *European Journal of Educational Research* 10, 4, 1755 - 1768. https://pdf.eu-jer.com/EU-JER_10_4_1755.pdf

Hurd, J. & Licciardo-Musso, L. (2005) Lesson Study: Teacher-led professional development in literacy instruction. *Language Arts* 82, 5, 388-395, May. https://www.lessonstudygroup.net/lg/readings/LessonStudyTeacherledprofessionaldevelopmentinliter acyinstructionHurdJLiciardoMussoL/LessonStudyTeacherledprofessionaldevelopmentinliteracyinstru ctionHurdJLiciardoMussoL.pdf

Inagaki, T. & Sato, M. (1996) Introduction to Lesson Study (Jyugyo Kenkyu Nyumon). Iwanami Shoten

Inoue, N. (2011) Zen and the art of neriage: Facilitating consensus building in Mathematics inquiry lessons through Lesson Study. *Journal of Mathematics Education* 14, 5-23. https://www.researchgate.net/publication/225854408_Zen_and_the_art_of_neriage_Facilitating_cons ensus_building_in_mathematics_inquiry_lessons_through_lesson_study

Inprasitha, M. (2010) *One Feature of Adaptive Lesson Study in Thailand-Designing Learning Unit*. In Proceedings of the 45th Korean National Meeting of Mathematics Education, 193-206. Korean Society of Mathematics Education, Seoul.

Inprasitha, M. (2011) One feature of adaptive lesson study in Thailand: Designing a learning unit. *Journal of Science and Mathematics Education in Southeast Asia* 34, 1, 47–66. https://eric.ed.gov/?id=EJ961896

Inprasitha, M. (2015a) An open approach incorporating Lesson Study: An innovation for teaching whole number arithmetic. In Sun, X., Kaur, B. & Novotna, J. (Eds.), The Twenty-Third ICMI Study: Primary Mathematics Study on Whole Numbers, 315-322. ICMI, Macau.

Inprasitha, M. (2015b) Lesson Study Incorporating Open Approach: Two Practices in Community of Practices to Improve Quality of Classroom. In World Association of Lesson Studies International Conference, 1-81. Faculty of Education, Khon Kaen University, Khon Kaen.

Inprasitha, M. (2015c) Preparing Ground for the Introduction of Lesson Study in Thailand. In Inprasitha, M., Isoda, M., Wang-Iverson, P. & Yeap, B. H. (Eds.), Lesson Study: Challenges in Mathematics Education, 109-117. World Scientific, Singapore.

Inprasitha, M. (2015d) Prospective teacher education in Mathematics through Lesson Study. In Inprasitha, M., Isoda, M., Wang-Iverson, P. & Yeap, B. H. (Eds.), *Lesson Study: Challenges in Mathematics Education*, 185-196. World Scientific, Singapore. https://doi.org/10.1142/9789812835420_0012

Inprasitha, M. (2015e) Transforming education through Lesson Study: Thailand's decade-long journey. In Inprasitha, M., Isoda, M., Wang-Iverson, P. & Yeap, B. H. (Eds.), *Lesson Study: Challenges in Mathematics Education*, 213-228. World Scientific, Singapore. https://doi.org/10.1142/9789812835420_0014

Inprasitha, M. (2017) Open Approach Lesson Study: An Innovation for Teaching Mathematics to Support STEM. In International STEM Education Conference, 1-50. International STEM Education Conference, Chiang Mai.

Inprasitha, M. (2022) Lesson study and open approach development in Thailand: A longitudinal study. *International Journal for Lesson and Learning Studies* 11, 5, 1-15. https://doi.org/10.1108/IJLLS-04-2021-0029

Ishii, T. (2017). Historical overview of lesson study. In Tanaka, K., Nishioka, K., & Ishii, T. (Eds.). *Curriculum, Instruction and Assessment in Japan: Beyond Lesson Study*, 78-96. Taylor & Francis, London

https://www.routledge.com/Curriculum-Instruction-and-Assessment-in-Japan-Beyond-lesson-study/Tanaka-Nishioka-Ishii/p/book/9781138604551

Isoda, M. (2010) Lesson Study: Problem solving approaches in Mathematics education as a Japanese experience. *Procedia Social and Behavioral Sciences* 8, 17-27. https://www.criced.tsukuba.ac.jp/math/apec/apec2011/LessonStudyProblemSolvingApproachMasami Isoda.pdf

Isoda, M. (2011) Problem solving approaches in Mathematics education as a product of Japanese Lesson Study. *Journal of Science and Mathematics Education in Southeast Asia* 34, 1, 2–25.

Isoda, M., Stephens, M., Ohara, Y. & Miyakawa, T. (Eds.) (2007) Lesson Study in Mathematics: Its Impact, Diversity, and Potential for Educational Improvement. World Scientific Publishing, Singapore.

Isozaki, Takako & Isozaki, Tetsuo (2011) Why do teachers as a profession engage in Lesson Study as an essential part of their continuing professional development in Japan? *International Journal of Curriculum Development and Practice 13*, 1, 31-40. DOI https://doi.org/10.18993/jcrdaen.13.1 31

Iwata, S, & Hamamoto, A. (2021) Lesson Study as an effective tool to change teachers' views. In Kim, J., Yoshida, N., Iwata, S. & Kawaguchi, H. (Eds.), *Lesson Study-based Teacher Education: The Potential of the Japanese Approach in Global Settings*, 90-107. Routledge, London.

Jackie, F.K. & Lee (2008) A Hong Kong case of lesson study-Benefits and Concerns. *Teaching and Teacher Education* 24, 1115–1124

 $https://www.researchgate.net/publication/240432838_A_Hong_Kong_case_of_lesson_study-Benefits_and_concerns$

Japan International Cooperation Agency (JICA) (2016) *Lesson Study in Zambia for Effective Teacher Professional Growth and Improvement of Students; Learning*. Republic of Zambia, Ministry of General Education, Lusaka. https://www.jica.go.jp/Resource/project/zambia/009/materials/ku57pq00002ahn4katt/Brochure_Lesson_Study_in_Zambia_e.pdf

Japan International Cooperation Agency (JICA) (2023) *Lesson Study as an Approach to Encourage and Engage Teachers in In-Set Training*. Author, Ouagadougoul, Burkina Faso <u>https://www.jica.go.jp/english/overseas/burkinafaso/information/topics/2023/1514609_16753.html</u>

Jansen, S., Knippels, M.-C.P.J. & van Joolingen, W.R. (2021) Lesson Study as a research approach: a case study. *International Journal for Lesson and Learning Studies* 10, 3, 286-301. https://doi.org/10.1108/IJLLS-12-2020-0098

Jessen, B., Bos, R., Doorman, M. & Winsløw, C. (2023) Lesson Study in Mathematics with TDS and RME as theoretical support: two cases from the European TIME project. *International Journal for Lesson and Learning Studies*12, 1, 52-64. https://doi.org/10.1108/IJLLS-01-2022-0009

Jhang, F. H. (2020) Teachers' attitudes towards lesson study, perceived competence, and involvement in Lesson Study: Evidence from junior high school teachers. *Professional Development in Education* 46, 1, 82–96. https://doi.org/10.1080/19415257.2019.1585383

Jiang, H., Choy, B. & Lee, C. (2020) Refining teaching expertise through analysing students' work: A case of elementary mathematics teacher professional learning during Lesson Study in Singapore. *Professional Development in Education* 46, 5, 731–750. https://www.tandfonline.com/doi/full/10.1080/19415257.2019.1634624

Jiang, H., Choy, B. & Lee, C. (2022) Boundary actions for collaborative learning: A practical perspective of adapting Lesson Study in a Singapore primary school. *Asia Pacific Journal of Education* 42, 1, 58–75

https://www.researchgate.net/publication/360789520_Boundary_actions_for_collaborative_lear ning_a_practical_perspective_of_adapting_lesson_study_in_a_Singapore_primary_school

Jiang, H., Layne, H., & Kallumka, R. G. (2023) An intercultural blended Lesson Study for teaching an inservice teacher education course: Collaboration between Singapore and Finland teacher educators. In Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds), *Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions*, Chapter 5, 68-86. Routledge, Abingdon.

https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

Joubert, J., Callaghan, R., & Engelbrecht, J. (2020) Lesson Study in a blended approach to support isolated teachers in teaching with technology. *ZDM*, *52*, *5*, 907–925. https://doi.org/10.1007/s11858-020-01161-x

Juhler, M. V. (2016) The use of Lesson Study combined with content representation in the planning of physics lessons during field practice to develop pedagogical content knowledge, *Journal of Science Teacher Education* 27, 5, 533-553, DOI: 10.1007/s10972-016-9473-4

Jung, H., Kwauk, C., Nuran, A., Robinson, J.P., Schouten, M. & Tanjeb, S.T. (2016) *Lesson Study Scaling Up Peer-To-Peer Learning for Teachers in Zambia*. Centre for Universal Education, Brookings, Washington, DC.

https://www.brookings.edu/wp-content/uploads/2016/07/final-lesson-study-case-study.pdf

Kadroon, T., & Inprasitha, M. (2013) Professional development of Mathematics teachers with Lesson Study and open approach: The process for changing teachers values about teaching mathematics. *Psychology* 4, 2, 101–105. https://www.scirp.org/pdf/PSYCH_2013021715340596.pdf

Kager, K. (2022) Book review – Lesson Study-based teacher education: The potential of the Japanese approach in global settings. *International Journal for Lesson and Learning Studies*11, 1, 43-45. https://doi.org/10.1108/IJLLS-01-2022-100

Kamina, P. & Tinto, P. (2011) Lesson Study: A case of the investigations- Mathematics curriculum with practicing teachers at fifth grade. In Hart, L., Alston, A. S. & Murata, A. (Eds.), Lesson Study Research and Practice in Mathematics Education, 221-233. Springer, New York. https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distributionin-a-Community-of-Practice.pdf

Kaneta, Y. (2010) The collaboration among school teacher through Lesson Study. *Human Relations* 9, 43–57.

Kamen, M., Junk, D.L., Marble, S., Cooper, S., Eddy, C.M., Wilkerson, T.L. & Sawyer, C. (2011) Walking the talk: Lessons learned by university Mathematics methods instructors implementing Lesson Study for their own professional development. In Hart, L., Alston, A. S. & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education*, 165-174. Springer, New York. https://www.researchgate.net/profile/Dolores-

 $\label{eq:correction} Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Community_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distribution-in-a-Community-of-Practice.pdf$

Karabuğa, F., & İlin, G. (2019) Practicing lesson study in a Turkish education context. International

Journal for Lesson and Learning Studies 8, 1, 60-78. https://doi.org/10.1108/IJLLS-05-2018-0036

Karlsen, A.M.F. & Helgevold, N. (2019) Lesson Study: analytic stance and depth of noticing in post-lesson discussions. *International Journal for Lesson and Learning Studies* 8, 4, 290-304. https://doi.org/10.1108/IJLLS-04-2019-0034

Karlsen, A.M.F. & Ohna, S.E. (2021) Pupils' voices in teachers' collaborative professional learning in *Lesson Study*. *International Journal of Educational Research* 110, 101877 https://www.researchgate.net/publication/354867042_Pupils'_voices_in_teachers'_collaborative_profe ssional_learning_in_Lesson_Study

Kashoti, O., Changala, M & Sakala, M. M. (2018) An investigation into barriers to implementation of school-based continuing professional development in selected secondary schools in Zimba district, Zambia. *Journal of Popular Education in Africa* 3, 2, 4 -17. https://cedred.org/images/Issues/JanFebMar2019issues/PDF-KA1.PDF

Kaskens, J. & Goei, S. L. (2021) The implementation of Lesson Study in primary education in the Netherlands. In Goei, S. L., Norwich, B. & Dudley, P. (Eds.), *Lesson Study in Inclusive Educational Settings*, 38-63. Routledge, London. https://doi.org/10.4324/9781315668581 https://www.routledge.com/Lesson-Study-in-Inclusive-Educational-Settings/Goei-Norwich-Dudley/p/book/9780367712112

Kawaguchi, H. & Iwata, S. (2021) Introduction: The potentials of Lesson Study-based teacher education. In Kim, J., Yoshida, N., Iwata, S. & Kawaguchi, H. (Eds.), *Lesson Study-based Teacher Education: The Potential of the Japanese Approach in Global Settings, 1-6.* Routledge, London.

https://www.routledge.com/Lesson-Study-based-Teacher-Education-The-Potential-of-the-Japanese-Approach/Kim-Yoshida-Iwata-Kawaguchi/p/book/9781032006932

Kawaguchi, H. & Watanabe, T. (2021) All routes lead to Lesson Study: Lesson Study in a subject method class. In Kim, J., Yoshida, N., Iwata, S. & Kawaguchi, H. (Eds.), *Lesson Study-based Teacher Education: The Potential of the Japanese Approach in Global Settings*, 53-68. Routledge, London.

https://www.routledge.com/Lesson-Study-based-Teacher-Education-The-Potential-of-the-Japanese-Approach/Kim-Yoshida-Iwata-Kawaguchi/p/book/9781032006932

Khokhotva, O. (2018) Lesson Study in Kazakhstan: case study of benefits and barriers for Teachers. *International Journal for Lesson and Learning Studies* 7, 4, 250-262. https://doi.org/10.1108/IJLLS-04-2018-0021

Khokhotva, O. & Elexpuru Albizuri, I. (2020) Student voice in Lesson Study as a space for EFL teachers' learning: A case study in Kazakhstan. *International Journal for Lesson and Learning Studies* 9, 2, 153-166. https://doi.org/10.1108/IJLLS-06-2019-0054

Khokhotva, O. & Elexpuru Albizuri, I. (2020) Teachers' educational beliefs change through Lesson Study: Implications for school culture. *International Journal for Lesson and Learning Studies* 9, 4, 317-331.

https://doi.org/10.1108/IJLLS-04-2020-0016

Khokhotva, O. & Elexpuru-Albizuri, I. (2021) Teachers' knowledge creation through "learning keeping" and reflective writing in Lesson Study: A case study in a Basque country school. *International Journal for Lesson and Learning Studies*10, 3, 274-285. https://doi.org/10.1108/IJLLS-12-2020-0096 Khokhotva, O. & Marchenko, Y. (2023) Developing teacher educator's researcherly disposition through lesson study in a virtual environment. In

Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds), *Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions*, Chapter 9,144-153. Routledge, Abingdon.

https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

Kieu, N. T. (2018) Using Lesson Study to develop the competence of designing math lesson plan for primary education students at Dong Thap university. *Vietnam Journal of Education* 2, 61–65. https://tapchigiaoduc.moet.gov.vn/en/magazine/volume-2-march-2018/12-using-lesson-study-to-develop-the-competence-of-designing-math-lesson-plan-for-primary-education-students-at-dong-thap-university-321.html

Kim, J. (2021) Lesson Study as democratic professional development: creating a lesson-mediated public sphere in the teacher education field. In Kim, J., Yoshida, N., Iwata, S. & Kawaguchi, H. (Eds.), *Lesson Study-based Teacher Education: The Potential of the Japanese Approach in Global Settings*, 199-214. Routledge, London.

https://www.routledge.com/Lesson-Study-based-Teacher-Education-The-Potential-of-the-Japanese-Approach/Kim-Yoshida-Iwata-Kawaguchi/p/book/9781032006932

Kim, J. (2021) Through foreign eyes: A critical understanding of Lesson Study-based teacher education in Japan. In Kim, J., Yoshida, N., Iwata, S. & Kawaguchi, H. (Eds.), *Lesson Study-based Teacher Education: The Potential of the Japanese Approach in Global Settings*, 9-28. Routledge, London.

https://www.routledge.com/Lesson-Study-based-Teacher-Education-The-Potential-of-the-Japanese-Approach/Kim-Yoshida-Iwata-Kawaguchi/p/book/9781032006932

Kim, J., Yoshida, N., Iwata, S. & Kawagachi, H. (2021) (Eds.) Lesson Study-based Teacher Education. Routledge, New York. https://www.routledge.com/Lesson-Study-based-Teacher-Education-The-Potential-of-the-Japanese-Approach/Kim-Yoshida-Iwata-Kawaguchi/p/book/9781032006932

Kim, V., Douch, M., Thy, S., Yuenyong C. & Thinwiangthong, S. (2019) Challenges of implementing Lesson Study in Cambodia: Mathematics and Science teaching by using Lesson Study at Happy Chandara School. *Journal of Physics: Conference Series* 1340 012071 DOI 10.1088/1742-6596/1340/1/012071 https://iopscience.iop.org/article/10.1088/1742-6596/1340/1/012071/pdf

Kim-Eng Lee, C. & Mun Ling, L. (2013) The role of Lesson Study in facilitating curriculum reforms. *International Journal for Lesson and Learning Studies* 2, 3, 200-206. https://doi.org/10.1108/IJLLS-06-2013-0039

Kitada, Y. (2022) Teacher agency in the modification of Japanese Lesson Study in the United States. *Educational Studies in Japan: International Yearbook No. 16*, March 2022. pp. 45-57 https://files.eric.ed.gov/fulltext/EJ1358572.pdf

Klammer, S. & Hanfstingl, B. (2019) A first time Lesson Study that turned into a learning study. *International Journal for Lesson and Learning Studies* 8, 4, 305-319. https://doi.org/10.1108/IJLLS-04-2019-0029 Klefbeck, K. (2020) Lesson Study for students with intellectual disability. *International Journal for Lesson and Learning Studies* 9, 4, 317-331.

https://www.emerald.com/insight/content/doi/10.1108/IJLLS-12-2019-0082/full/pdf?title=lesson-study-for-students-with-intellectual-disability

Klefbeck, K. (2021) Lesson Study as a way of improving school-day navigation for pupils with severe intellectual disability and autism. *International Journal for Lesson and Learning Studies* 10, 4, 348-361. https://doi.org/10.1108/IJLLS-03-2021-0024

Knapp, A., Bomer, M. & Moore, C. (2011) Lesson Study as a learning environment for coaches of Mathematics teachers. In Hart, L., Alston, A. S. & Murata, A. (Eds.), Lesson Study Research and Practice in Mathematics Education, 153-164. Springer, New York. https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distributionin-a-Community-of-Practice.pdf

Ko, P.Y. (2019) Transcending conventional assessment boundaries in conducting learning study: A case in Hong Kong. *International Journal for Lesson and Learning Studies* 8, 3, 212-228. https://doi.org/10.1108/IJLLS-10-2018-0078

Kocak, M., Ozan, C., İleritürk, D., Buran, O., Soylu, Y. & Kincal, R.Y. (2021) Increasing students' Mathematics learning levels via Lesson Study. *Journal of Family, Counseling and Education* 6, 2, 77-89. https://dergipark.org.tr/en/pub/jfce/issue/65163/1033140

Kor, L.K., Tan, S.F. & Lim, C. S. (2019) Capturing changes and differences in teacher reflection through Lesson Study: A comparison of two culturally diverse Malaysian primary schools. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 369-391. Springer, New York.

Kotelawala, U. (2012) Lesson Study in a methods course: Connecting teacher education to the field. *The Teacher Educator* 47,1, 67-89, DOI: 10.1080/08878730.2012.633840 https://www.tandfonline.com/doi/abs/10.1080/08878730.2012.633840

Koutsouris, G., Norwich, B., Fujita, T., Ralph, T., Adlam, A. & Milton, F. (2017) Piloting a dispersed and inter-professional Lesson Study using technology to link team members at a distance. *Technology, Pedagogy and Education* 26, 5, 587–599.

Kriewaldt, J (2012) Reorienting teaching standards: Learning from Lesson Study. *Asia-Pacific Journal of Teacher Education* 40, 1, 31-41. DOI: 10.1080/1359866X.2011.643761

Kuno, H. (2011) Conceptualizing Lesson Study as Change Management Recipe. In Teacher Professional Development: Traditions and Changes. Astana, Kazakhstan: Centre of Excellence, Nazarbayev Intellectual Schools, pp. 4–12.

Kuno, H. (2013) Forming and reforming the school-developed Curriculum through Lesson Study (Jugyo Kenkyu niyoru Gakkou Curriculum no Hensei to Kaitei). In Matoba, M. and Shibata, Y. (eds), *Lesson Study and Creation of Lessons (Jugyo Kenkyu to Jugyo no Sozo)*, 157–175. Keisui-sha, . Hiroshima.

Kuno, H. (2015) Evolving the curriculum through Lesson Study in Japan. In Dudley, P. (Ed.) *Lesson Study: Professional Learning for Our Time*, 128–144. Routledge, London.

Kuntadi,I., Widiaty, I., Ana, A., Widaningsih, L. & Mubaroq, S. R. (2019) How to record learning activity with a smartphone on Lesson Study program. *Journal of Physics: Conference Series*, 1157, 4. https://iopscience.iop.org/article/10.1088/1742-6596/1157/4/042131/pdf DOI 10.1088/1742-6596/1157/4/042131

Kusanagi, K. N. (2013) The bureaucratising of Lesson Study: A Javanese Case. https://files.eric.ed.gov/fulltext/EJ1046716.pdf

Kusanagi, K. (2021) Historical development of Lesson Study in Japan. *Oxford Research Encyclopedia of Education*. https://doi.org/10.1093/acrefore/9780190264093.013.1216

Kusanagi, K. (2022) Lesson Study as Pedagogic Transfer- A Sociological Analysis. Springer, New York.

Labitad, M. & Lomibao, L. (2021) The experiences, challenges, and perception on online Lesson Study (O-LS) as a teacher professional development program. *American Journal of Educational Research* 9, 10, 639–646.

Lamb, P. (2015) Peer-learning between pre-service teachers: embracing Lesson Study. *International Journal for Lesson and Learning Studies* 4, 4, 343-361. <u>https://doi.org/10.1108/IJLLS-03-2015-0012</u>

Lamb, P. & Aldous, D. (2016) Exploring the relationship between reflexivity and reflective practice through Lesson Study within initial teacher education. *International Journal for Lesson and Learning Studies* 5, 2, 99-115. https://doi.org/10.1108/IJLLS-11-2015-0040

Lamb, P. & Ko, P.Y. (2016) Case studies of Lesson and Learning Study in initial teacher education programmes. *International Journal for Lesson and Learning Studies* 5, 2, 78-83. https://doi.org/10.1108/IJLLS-02-2016-0005

Lander, B. (2015) Lesson study at the foreign language university level in Japan: Blended learning, raising awareness of technology in the classroom. *International Journal for Lesson and Learning Studies* 4, 4, 362-382.

https://doi.org/10.1108/IJLLS-02-2015-0007

Lang, J. & Helgevold, N. (2023) Learning opportunities and problematic issues provided by online Lesson Study during a pandemic: Insights from WALS 2020 and WALS 2021. In Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds), *Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions,* Chapter 13, 223-239. Routledge, Abingdon.

https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

Langman, J., Solís, J.L., Martinez-Cortes, J., Walton, A. D., Corredor, L.M., Dao, N., & Castrillón-Costa, H. (2023) Examining teacher professional learning : Transitions to online lesson study in STEM university contexts. In Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds), *Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions,* Chapter 8, 125-143. Routledge, Abingdon. https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303 Larssen, D. L. S., Cajkler, W., Mosvold, R., Bjuland, R., Helgevold, N., Fauskanger, J., & Norton, J. (2018) A literature review of Lesson Study in initial teacher education: Perspectives about learning and observation. International Journal for Lesson and Learning Studies 7, 1, 8–22. doi: 10.1108/IJLLS-06-2017-0030

Lawrence, C. A. & Chong, W.H. (2010) Teacher collaborative learning through Lesson Study: Identifying pathways for instructional success in a Singapore high school. *Asia Pacific Educational Review* 11,4, 565–572. https://www.researchgate.net/publication/225343826_Teacher_collaborative_learning_through_the_le

sson_study_Identifying_pathways_for_instructional_success_in_a_Singapore_high_school

Lee, C. K. (2016) The growth of Lesson Study globally and in Singapore: Implications for quality and sustainability. In Gopinathan, S. (Ed.), Teacher *Development: Dimensions & Perspectives (THF Workshop Reports No. 4)*, 21-30. The Head Foundation, Singapore.

Lee, C. K.-E., & Ling, L. M. (2013) The role of Lesson Study in facilitating curriculum reforms. *International Journal for Lesson and Learning Studies* 2, 3, 200–206. Lee, J. F. K. (2008) A Hong Kong case of Lesson Study-Benefits and concerns. *Teaching and Teacher Education* 24, 5, 1115–1124. https://doi.org/10.1016/j.tate.2007.10.007

Lee, L.H.J. & Tan, S. C. (2020) Teacher learning in Lesson Study: Affordances, disturbances, contradictions, and implications. *Teaching and Teacher Education* 89, Article 102986 https://repository.nie.edu.sg/bitstream/10497/22059/1/TTE-89-102986.pdf

Lee, K. E. (2015) Examining education rounds through the lens of Lesson Study. *International Journal of Educational Research*, 73

Lee, M. Y. (2019) The development of elementary pre-service teachers' professional noticing students'thinking through adapted Lesson Study. *Asia-Pacific Journal of Teacher Education* 47,4, 383-398. DOI: 10.1080/1359866X.2019.1607253

Lee Bae, C., Hayes, K.N., Seitz, J., O'Connor, D., & DiStefano, R. (2016) A coding tool for examining the substance of teacher professional learning and change with example cases from middle school science Lesson Study. *Teaching and Teacher Education* 60, 164-178, https://www.researchgate.net/publication/307630208_A_coding_tool_for_examining_the_substance_of_teacher_professional_learning_and_change_with_example_cases_from_middle_school_science_le sson_study

Lenski, S. J., & Caskey, M. M. (2009) Using the Lesson Study approach to plan for student learning. *Middle School Journal* 40, 3, 50-57. https://core.ac.uk/download/pdf/37765731.pdf

Leonga, S.S.M., Saidb, H.M., Shahrillb, M., & Pererab, JSHQ (2016) Using Lesson Study to enhance meaningful understanding on the topic of pressure. *International Journal of Environmental & Science Education* 11, 15, 8425-8435.

http://www.ijese.net/makale_indir/IJESE_1093_article_57f407932bf82.pdf

Lertdechapat, K. and Faikhamta, C. (2021) Enhancing pedagogical content knowledge for STEM teaching of teacher candidates through Lesson Study. *International Journal for Lesson and Learning Studies* 10, 4, 331-347. https://doi.org/10.1108/IJLLS-03-2021-0020

Lewanowski-Breen, E., Ni Shuilleabhain, A. & Meehan, M. (2021) Lesson Study and the long-term impact on teacher professional community development. *International Journal for Lesson and Learning Studies*10, 1, 89-101. https://doi.org/10.1108/IJLLS-09-2020-0059

Lesson Study Alliance (2019) *What is Lesson Study? A Primer.* https://www.lsalliance.org/lesson-study-primer/

Letloenyane, M. D., & Loyiso, C. J. (2015) School–university partnerships for professional development of teachers: A case of Lesson Study intervention in Mathematics. *Journal of Higher Education in Africa/Revue de l'enseignement Supérieur En Afrique* 13, 1–2, 147–167. http://www.jstor.org/stable/jhigheducafri.13.1-2.147

Lewis, C. (2000) *Lesson Study: The Core of Japanese Professional Development*. National Science Foundation, Washington, DC. https://files.eric.ed.gov/fulltext/ED444972.pdf

Lewis. C. (2002) *Brief Guide to Lesson Study*. Education Department, Mills College, Oakland CA. http://www.lessonresearch.net/briefguide.pdf

Lewis, C. (2002) Does Lesson Study have a future in the United States? *Nagoya Journal of Education and Human Development* 1, 1–23. https://files.eric.ed.gov/fulltext/ED472163.pdf

Lewis, C. (2002) What are the essential elements of lesson study? *The California Science Project Connection* 2, 6, 1, 4. https://www.childresearch.net/papers/school/2003_01.html

Lewis, C. (2002) *Lesson Study: A Handbook for Teacher-Led Improvement of Instruction*. Research for Better Schools, Philadelphia. https://www.researchgate.net/publication/246680022_Lesson_Study_A_handbook_of_teacher-led_instructional_change

Lewis, C. (2009) What is the nature of knowledge development in Lesson Study? *Educational Action Research* 17, 1, 95–110. DOI: 10.1080/09650790802667477

Lewis, C. (2011) Response to Part IV: Seeing the whole iceberg- The critical role of tasks, inquiry stance, and teacher learning in Lesson Study. In Hart, L., Alston, A. S. & Murata, A. (Eds.), Lesson Study Research and Practice in Mathematics Education, 235-240. Springer, New York. https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distributionin-a-Community-of-Practice.pdf

Lewis, C. (2013) How do Japanese teachers improve their instruction? Synergies of Lesson Study at the school, district and national levels. Committee on Strengthening Science Education through a Teacher Learning Continuum, National Academies of Sciences, Engineering, Medicine. Washington, DC. http://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse_084385.pdf

Lewis, C. (2016) How does Lesson Study improve Mathematics instruction? ZDM - The International *Journal on Mathematics Education* 48, 4, 571–580. http://dx.doi.org/10.1007/s11858-016-0792-x. [3]

Lewis, C., Akita, K., & Sato, M. (2010) Lesson study as a human science. In Penuel, W. R. & O'Connor, K. (Eds.), *Learning Research as a Human Science (National Society for the Study of Education (NSSE) The 109th Yearbook Issue 1)*, 222–237. Teachers College Press, New York.

Lewis, C., Friedkin, S., Baker, E. & Perry, R. (2011) Learning from the key tasks of lesson study. In Zaslavsky, O. & Sullivan, P. (Eds.), Constructing Knowledge for Teaching Secondary Mathematics. Mathematics Teacher Education 6, 161-176

DOI 10.1007/978-0-387-09812-8 10,

https://www.researchgate.net/profile/Elizabeth-Baker-

9/publication/227175135_Learning_from_the_Key_Tasks_of_Lesson_Study/links/5e1c71b192851c8 364ca7972/Learning-from-the-Key-Tasks-of-Lesson-Study.pdf

Lewis, C., Friedkin, S., Emerson, K., Henn, L. & Goldsmith, L. (2019) How does lesson study work? Toward a theory of lesson study process and impact. In Huang, R., Takahasi, A. & da Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics*, 13-37. Springer, Dordrecht. https://files.eric.ed.gov/fulltext/ED597592.pdf

Lewis, C. & Hurd, J. (2011) *Lesson study step by step: How teacher learning communities improve instruction*. Heinemann, Portsmouth, NH. https://www.heinemann.com/products/e08022.aspx#fulldesc

Lewis, C. & Ineko, T. (1998) A lesson is like a swiftly flowing river: How research lessons improve Japanese education. American Educator 22, 4, 12-17, 50-51. https://eric.ed.gov/?id=EJ583033

Lewis, C., & Lee, C. (2018) The global spread of lesson study: Contextualization and adaptations. In Akiba, M. & LeTendre, G. (Eds.), *International Handbook of Teacher Quality and Policy*, 185-203. Routledge. New York.

https://www.taylorfrancis.com/chapters/edit/10.4324/9781315710068-13/global-spread-lesson-study-catherine-lewis-christine-lee

Lewis, C. C., Perry, R.R. & Friedkin, S. (2011) Using Japanese Curriculum Materials to Support Lesson Study Outside Japan: Toward Coherent Curriculum, *Educational Studies in Japan: International Yearbook No.6, December 2011*, pp.5-19. https://files.eric.ed.gov/fulltext/EJ961554.pdf

Lewis, C. & Perry, R. (2014) *Lesson Study with Mathematical Resources: A Sustainable Model for Locally led Teacher Professional Learning*. Mathematics Teacher Education and Development, Mathematics Education Research Group of Australasia https://files.eric.ed.gov/fulltext/EJ1046670.pdf

Lewis, C. & Perry, R. (2015) A randomized trial of lesson study with mathematical resource kits: Analysis of impact on teachers' beliefs and learning community. In Middleton, J., Cai, J. & Hwang, S. (Eds.), *Large-scale studies in Mathematics Education*. Research in mathematics education, 133-158, Springer.

Lewis, C. & Perry, R. (2017) Lesson study to scale up research-based knowledge: A randomized, controlled trial of fractions learning. *Journal for Research in Mathematics Education* 48, 3, 261–299. http://math.buffalostate.edu/dwilson/MED595/JRME_LessonStudy.pdf

Lewis, C.C., Perry, R. & Friedkin, S. (2009) Lesson study as action research. In Noffke, S. E. & Somekh, B. (Eds.), *The Sage Handbook of Educational Action Research*, 142–154. Sage, London. https://in.sagepub.com/en-in/sas/the-sage-handbook-of-educational-action-research/book231849

Lewis, C.C., Perry, R.R., Friedkin, S. & Roth, J.R. (2012) Improving teaching does improve teachers: Evidence from lesson study. *Journal of Teacher Education* 63, 5, 368–375. https://eric.ed.gov/?id=EJ982903

Lewis, C., Perry, R. & Hurd, J. (2004) A deeper look at lesson study. *Educational Leadership* 61, 5, https://cursa.ihmc.us/rid=1Q19N0QF9-BHMDY-2TYD/DeeperLookatLS.pdf

Lewis, C., Perry, R., & Hurd, J. (2009) Improving Mathematics instruction through Lesson Study: A theoretical model and North American case. *Journal of Mathematics Teacher Education* 12, 285–304. https://eric.ed.gov/?id=EJ847520

Lewis, C., Perry, R., Hurd, J., & O'Connell, M. (2006) Lesson Study comes of age in North America. *Phi Delta Kappan* 88, 4, 273–281. https://eric.ed.gov/?id=EJ749383

Lewis, C., Perry, R., & Murata, A. (2006) How should research contribute to instructional improvement? The case of lesson study. *Educational Researcher* 35, 3, 3-14.

Lewis, C., & Takahashi, A. (2013) Facilitating curriculum reforms through lesson study. *International Journal for Lesson and Learning Studies* 2, 3, 207-217.

Lewis, C. C., Takahashi, A., Friedkin, S., Liebert, S. & Houseman, N. (2022) Sustained, Effective School-wide Lesson Study: How Do We Get There? *Vietnam Journal of Education*, 6(Special Issue), 45–57. https://doi.org/10.52296/vje.2022.178 https://vje.vn/index.php/journal/article/view/178

Lewis, C.C. & Tsuchida, I. (1998) A lesson is like a swiftly flowing river: Research lessons and the improvement of Japanese education. *American Educator* 22, 4, 12–17 & 50-52. https://lessonresearch.net/wp-content/uploads/2018/02/lesson.pdf

Lewis, J. M. (2016) Learning to lead, leading to learn: How facilitators learn to lead lesson study. ZDM *Mathematics Education* 48.4, 527-540. https://eric.ed.gov/?id=EJ1104961

Lewis, J. M. (2019) Learning while leading Lesson Study. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 633-655. Springer, New York.

Lewis, J. M. (2019) Lesson Study for preservice teachers. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 485-506. Springer, New York.

Lewis, M. (2019) Mathematics lesson study around the world: theoretical and methodological issues. *Research in Mathematics Education* 21, 1, 100–104. https://doi.org/10.1080/14794802.2018.1563563

Lewis, J. M., Fischman, D., Riggs, I., & Wasserman, K. (2013) Teacher learning in lesson study. *The Montana Mathematics Enthusiast* 10, 3, 583-620. https://scholarworks.umt.edu/tme/vol10/iss3/5/

Li, X. (2019) An analysis of Chinese Lesson Study from historical and cultural perspectives. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 201-228. Springer, New York.

Lieberman, J. (2009) Reinventing teacher professional norms and identities: The role of lesson study and learning communities. *Professional Development in Education* 35, 1, 83–99. https://doi.org/10.1080/13674580802264688

Lieberman, J. (2009) Using Lesson Study to develop an appreciation of and competence in task design. In Clarke, B., Grevholm, B., Millman, R. (eds) *Tasks in Primary Mathematics Teacher Education*. *Mathematics Teacher Education*, vol 4. Springer, Boston, MA. https://doi.org/10.1007/978-0-387-09669-8_2

Lim, C. S., Kor, L. K., & Chia, H. M. (2016) Revitalising Mathematics classroom teaching through Lesson Study (LS): A Malaysian case study. *ZDM - Mathematics Education* 48, 4, 485–499. https://doi.org/10.1007/s11858-016-0779-7

Lim, C., Lee, C., Saito, E. & Haron, S.S. (2011) Taking stock of Lesson Study as a platform for teacher development in Singapore. *Asia-Pacific Journal of Teacher Education* 39, 4, 353–365. https://www.researchgate.net/publication/233077572_Taking_stock_of_Lesson_Study_as_a_platform _for_teacher_development_in_Singapore

Lim-Ratnam, C. (2013) Lesson Study step by step: How teacher learning communities improve instruction. *International Journal for Lesson and Learning Studies* 2, 3, 304-306. https://doi.org/10.1108/IJLLS-05-2013-0025

Lim-Ratnam, C. T., Lee, C. K., Jiang, H. & Sudarshan, A. (2019) Lost in adaptation? Issues of adapting Japanese Lesson Study in Non-Japanese contexts. *Educational Research for Policy and Practice* 18, 3, 263-278. https://eric.ed.gov/?id=EJ1228771

Lo, M. L. (2019) An Asian perspective. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and* Practice of *Lesson Study in Mathematics: An International Perspective*, 803-809. Springer, New York.

Lomibao, L.S. (2016) Enhancing Mathematics teachers' quality through Lesson Study. Springer plus. 5, 1, 1590.

https://www.researchgate.net/publication/308181495_Enhancing_mathematics_teachers'_quality_through_Lesson_Study

Louisiana, M., Nasyariah, S. & Haerul, P. (2019) Collaborative learning group investigation type based on Lesson Study in MI Al-Ikhsan Kota Jambi. IOP Conf. Series: *Journal of Physics: Conference Series* 1464 (2020) 012038 IOP Publishing doi:10.1088/1742-6596/1464/1/012038 https://iopscience.iop.org/article/10.1088/1742-6596/1464/1/012038/pdf

Lundbäck, B. & Egerhag, H. (2020) Lesson Study as a bridge between two learning contexts. *International Journal for Lesson and Learning Studies* 9, 3, 289-299. https://doi.org/10.1108/IJLLS-02-2020-0006

Maeda, M., & Ono, Y. (2019) Diffusion of Lesson Study as an educational innovation. *International Journal of Comparative Education and Development* 21, 1, 46-60. https://doi.org/10.1108/IJCED10-2018-0044

Makinae, N. (2010) *The Origin of Lesson Study in Japan*. The 5th East Asia Regional Conference on Mathematics Education: In Search of Excellence in Mathematics Education, 15, Tokyo. https://www.lessonstudygroup.net/lg/readings/TheOriginofLessonStudyinJapanMakinaeN/TheOrigin ofLessonStudyinJapanMakinaeN.pdf

Makinae, N. (2019) The origin and development of Lesson Study in Japan. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 169-181. Springer, New York.

Manolino, C., Minisola, R., Robutti, O. & Arzarello, F. (2020) Translating practices for reflecting on ourselves: Lesson Study. In Di Paola, B. & Palhares, P. (Eds.), *Proceedings of CIEAEM71, connections and understanding in mathematics education: Making sense of a complex world.*

"Quaderni di Ricerca in Didattica (Mathematics)", 7, 519–526. G.R.I.M. (Dipartimento di Matematica e Informatica, University of Palermo, Italy.

Manolino, C. (2021a) The semiosphere lens to look at Lesson Study practices in their cultural context: A case study. In Inprasitha, M., Changsri, N. & Boonsena, N. (Eds.), *Proceedings of the 44th Conference of the International Group for the Psychology of Mathematics Education* 3, 214-221. PME, Khon Kaen, Thailand.

https://pme44.kku.ac.th/home/uploads/volumn/pme44_vol1.pdf

Manolino, C. (2021b) An elaboration of the Lotman's Semiosphere theoretical construct for Mathematics Education: Analysis of the Chinese Mathematics Lesson Study Cultural Transposition within the Italian context. [Doctoral dissertation]. University of Torino.

Marble, S.T. (2006) Learning to teach through Lesson Study. *Action in Teacher Education* 28, 3, 86–96. https://www.tandfonline.com/doi/abs/10.1080/01626620.2006.10463422

Marble, S. (2007) Inquiring into teaching: Lesson Study in elementary science method. *Journal of Science Teacher Education* 18, 6, 935–953. https://www.researchgate.net/publication/225997933_Inquiring_into_Teaching_Lesson_Study_in_Elementary_Science_Methods

Marsigit (2007) Mathematics teachers' professional development through Lesson Study in Indonesia. *Eurasia Journal of Mathematics, Science & Technology Education* 3, 2, 141-144. https://www.ejmste.com/download/mathematics-teachers-professionaldevelopment-through-lesson-studyin-indonesia-4058.pdf

Martin, D. & Clerc-Georgy, A. (2015) Use of theoretical concepts in Lesson Study: An example from teacher training. *International Journal for Lesson and Learning Studies* 4, 3, 261-273. <u>https://doi.org/10.1108/IJLLS-10-2014-0039</u>

Mase, S.(2021) Lesson Study in teaching practicum. In Kim, J., Yoshida, N., Iwata, S. & Kawaguchi, H. (Eds.), *Lesson Study-based Teacher Education: The Potential of the Japanese Approach in Global Settings*, 69-89. Routledge, London. https://www.routledge.com/Lesson-Study-based-Teacher-Education-The-Potential-of-the-Japanese-Approach/Kim-Yoshida-Iwata-Kawaguchi/p/book/9781032006932

Matanluka, K., Joharib, K., & Matanlukc, O. (2013) The perception of teachers and students toward Lesson Study implementation at rural school of Sabah: A pilot study. *Procedia - Social and Behavioral Sciences* 90, 245 – 250

Matoba, M. (2012) Lesson Study from world-wide perspectives – from WALS Tokyo conference in 2011 (Sekaino Jugyo Kenkyu, -Sekai Jugyo Kenkyu gakkai Tokyo Taikai yori-). Conference held by National Association for the Studies of Educational Methods (NASEM). The Educational Methods (Kyoiku Houhou), 41: 142–154

Matoba, M. (2013) The origin and history of lesson study. In Matoba, M. & Shibata, S. (Eds.), Shibata (Eds.), *Creation of Lesson Study and Lesson*, 279–293. Keisui Publishing.

Matoba, M. (2017) Issues in Lesson Study and lesson analysis: Contributions to practice and theory *Bulletin of Tokai Gakuen University 2, 1,* 159–172

Matoba, M., Crawford, K.A. & Sarkar Arani, M. R. (Eds.). (2006) *Lesson Study: International Perspective on Policy and Practice*. Educational Science Publishing House, Beijing, China.

Matoba, M., Shibata, Y., & Arani, M. R. S. (2007) School-university partnerships: A new recipe for creating professional knowledge in school. *Educational Research for Policy and Practice 6, 1,* 55–65. https://eric.ed.gov/?id=EJ809344

Matsuda, N. & Lewis, J. (2016) Study of valuing mathematics Lesson Study from international perspectives; focusing on the follow-up survey of "Lesson Study Immersion Program". 4th Spring Annual Meeting of Japan Society of Mathematical Education, Saitama University, Saitama, Japan.

Mayorga Fernández, M.J., Peña Trapero, N. & De La Rosa Moreno, L. (2021) Lesson Study in initial training: An interdisciplinary academic experience. A case study in Spain. *International Journal for Lesson and Learning Studies*10, 3, 302-315. https://doi.org/10.1108/IJLLS-01-2021-0001

Mayrhofer, E. (2019) Lesson study and teachers' beliefs: How a Bourdieuian perspective could make a difference. *International Journal for Lesson and Learning Studies* 8, 1,19-33. https://doi.org/10.1108/IJLLS-11-2018-0091

McDougal, T. (2022) Learning from Lesson Study as part of the planning team. In Takahashi, A., McDougal, T., Friedkin, S. & Watanabe, T. (Eds.), *Educators' Learning from Lesson Study: Mathematics for Ages 5-13*, 13-18. Routledge, London. https://www.taylorfrancis.com/chapters/edit/10.4324/9781003230915-3/learning-lesson-study-partplanning-team-thomas-mcdougal

McMahon, M.T. & Hines, E. (2008) Lesson Study with preservice teachers. *Mathematics Teacher* 102, 3, 186–191. https://pubs.nctm.org/view/journals/mt/102/3/article-p186.xml

Mee, L.S. & Oyao, S.G. (2013) Establishing learning communities among science teachers through Lesson Study. *Journal of Science and Mathematics Education in Southeast Asia* 36, 1, 1-22. https://eric.ed.gov/?id=EJ1051081

Meng, C.C. & Sam, L.C. (2011) Encouraging the innovative use of geometer's sketchpad through Lesson Study. *Creative Education* 2, 3, 236–243. https://www.scirp.org/pdf/CE20110300008_81260246.pdf

Mewald, C. (2018) What kind of learning? Learning through Lesson Study in teacher education and development. Conference: WALS International Conference 2018, Beijing https://www.researchgate.net/publication/329130745_What_kind_of_learning_Learning_through_Les son_Study_in_teacher_education_and_development

Mewald, C. (2019) Lesson Study in competence-oriented foreign language education: From a available

to new learning designs. Conference: WALS International Conference 2019. https://www.researchgate.net/publication/335526283_Lesson_Study_in_competenceoriented_foreign_language_education_From_a_available_to_new_learning_designs

Mewald, C. & Mürwald-Scheifinger, E. (2019) Lesson Study in CPD: From a culture of receiving to action and reflection, Conference: WALS International Conference 2019. https://www.researchgate.net/publication/335526423_Lesson_Study_in_CPD_From_a_culture_of_re ceiving_to_action_and_reflection Mewald, C. & Mürwald-Scheifinger, E. (2019) Lesson study in teacher development: A paradigm shift from a culture of receiving to a culture of acting and reflecting. *European Journal of Education* 54, 2, 218–232.

https://www.researchgate.net/publication/333447671_Lesson_study_in_teacher_development_A_para digm_shift_from_a_culture_of_receiving_to_a_culture_of_acting_and_reflecting

Meyer, R. D. & Wilkerson, T. L. (2011) Lesson Study: The impact on Teacher's knowledge for teaching mathematics. In Hart, L. C., Alston, A. & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education*, 35-26. Springer, New York. https://link.springer.com/book/10.1007/978-90-481-9941-9 https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distributionin-a-Community-of-Practice.pdf

Michael, C. & Lee, C. (2021) Supporting Lesson Study in Special Education Schools in Singapore. In Goei, S. L., Norwich, B. & Dudley, P. (Eds.), *Lesson Study in Inclusive Educational Settings*, *137-150*. Routledge, London. https://doi.org/10.4324/9781315668581 https://www.routledge.com/Lesson-Study-in-Inclusive-Educational-Settings/Goei-Norwich-Dudley/p/book/9780367712112

Midgette, A., Powers, D., Gee, R., Nucci, L., & Murata, A. (2018) Using lesson study in teacher professional development for domain based moral education. *The Journal of Moral Education* 1-2. https://storage.googleapis.com/wzukusers/user-

33451779/documents/f0e0d84fa6034852927388610e2eed59/7.%20Using%20lesson%20tudy%20in%20moral%20education.pdf

Ming Cheung, W., & Yee Wong, W. (2014) Does Lesson Study work? *International Journal for Lesson and Learning Studies* 3, 2, 137-149. doi:10.1108/ijlls-05-2013-0024

Ministry of Education, Zambia (2007) *School-Based Continuing Professional Development (SBCPD) through Lesson Study: Implementation Guidelines (3rd ed.).* Govt. of Zambia, Lusaka. https://www.jica.go.jp/Resource/project/zambia/0700918/04/pdf/skillsbook.pdf

Misnasanti. Dien, C. A. & Azizah, F. (2018) The roles of Lesson Study in the development of Mathematics learning instrument based on learning trajectory. *Journal of Physics: Conference Series* 983 012103

https://iopscience.iop.org/article/10.1088/1742-6596/983/1/012103/pdf

Miyoshi, M. & Komatsu, M. (2021) Beyond Individual School: Off-site Lesson Study. In Kim, J., Yoshida, N., Iwata, S. & Kawaguchi, H. (Eds.), *Lesson Study-based Teacher Education: The Potential of the Japanese Approach in Global Settings*, 108-125. Routledge, London. https://www.routledge.com/Lesson-Study-based-Teacher-Education-The-Potential-of-the-Japanese-Approach/Kim-Yoshida-Iwata-Kawaguchi/p/book/9781032006932

Mizzi, C.K.G. & Buhaiar, M. (2022) *Creating Mental Representations- Descriptions of Lesson Study Phases. CLeStum, Malta.* https://www.clestum.eu/_files/ugd/2212f8_5f97dd2fce5e42fdbae5fa2a47c10f23.pdf

Moghaddam, A., Arnold, C., Azam, S., Goodnough, K., Maich, K., Penney, S. & Young, G. (2020) Exploring lesson study in postsecondary education through self-study. *International Journal for Lesson and Learning Studies* 9, 4, 367-381. https://doi.org/10.1108/IJLLS-05-2020-0025 Mon, C. C., Dali, M. H. & Sam, L. C. (2016) Issues relating to the implementation of Lesson Study in the Malaysian education context. IOSR Journal of Research & Method in Education (IOSR-JRME) 6, 3, 77-85, May-June.

https://www.iosrjournals.org/iosr-jrme/papers/Vol-6%20Issue-3/Version-1/K0603017785.pdf

Monnier, M. D, (2016) Developing the skills of future teachers to fine-tune pupils' learning through Lesson Studies. International Journal for Lesson and Learning Studies 5, 3, 239-254. https://doi.org/10.1108/IJLLS-12-2015-0046

Morago, S., & Grigioni Baur, S. (2017) Intercultural competence and teaching diverse learners. In Gilles, J.-L. (Ed.), Linking Research and Training in Internationalization of Teacher Education with the PEERS Program Issues, Case Studies and Perspective, 247-266. Peter Lang, Berne, Suisse. https://library.oapen.org/bitstream/handle/20.500.12657/42365/9783034329781.pdf?sequence=1

Morago, S. & Grigioni Baur, S. (2021) Learner-centered facilitation in lesson study groups. In A. Murata, A. & Lee, C. K. (Eds.), Stepping Up Lesson Study: An Educator's Guide To Deeper Learning. Routledge, New York.

Mostofo, J. (2014) The impact of using lesson study with pre-service mathematics teachers. Journal of Instructional research, 3, 55-63 https://files.eric.ed.gov/fulltext/EJ1127641.pdf

Muhfahroyin, M. & Agung Oka, A. (2017) Improving post-graduate students learning activities through lesson study in learning forest-prototype. Biosaintifika: Journal of Biology & Biology Education 9, 2, 311-316. https://journal.unnes.ac.id/nju/index.php/biosaintifika/article/view/6208

Mun Ling, L. (2012) What kinds of knowledge produced by Lesson and Learning Study are sharable and transferable? International Journal for Lesson and Learning Studies 1, 3 https://doi.org/10.1108/ijlls.2012.57901caa.001

Munthe, E., Bjuland, R. & Helgevold, N. (2016) Lesson study in field practice: a time-lagged experiment in initial teacher education in Norway. International Journal for Lesson and Learning Studies5, 2,142-154.

https://doi.org/10.1108/IJLLS-12-2015-0047

Murniati, N., Susilo, H., Listyorini, D., & Irwandi, I. (2019) Student discussion skill activities on microbiology courses through lesson study. Journal of Physics: Conference Series, Vol.1731, Mathematics and Science Education International Seminar (MASEIS) 2019 5 October 2019, Bengkulu, Indonesia. https://iopscience.iop.org/article/10.1088/1742-6596/1731/1/012014/pdf

Murata, A. (2010) Teacher learning with Lesson Study. In Peterson, P., Baker, E. & McGaw, B. (Eds.), International encyclopedia of education (Vol. 7, pp. 575–581). Elsevier, Oxford, England.

Murata, A. (2011) Introduction: Conceptual overview of Lesson Study. In Hart, L.C., Alston, A. S., & Murata, A. (Eds.), Lesson Study Research and Practice in Mathematics Education (pp. 1-12). Springer, Dordrecht. https://doi.org/10.1007/978-90-481-9941-9_1 https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distributionin-a-Community-of-Practice.pdf

Murata, A. (2020) Lesson study as research: Relating lesson goals, activities, and data collection. In Murata. A. & Lee, C. (Eds.) *Stepping Up Lesson Study: Educators' Guide to Deeper Learning*. pp. 4-13. Routledge, New York.

Murata, A. & Lee, C. (2020) (Eds.) *Stepping Up Lesson Study- An Educator's Guide to Deeper Learning*. Routledge, New York.

Murata, A. & Pothen, B. E. (2011) Lesson Study in preservice mathematics methods course: Connecting emerging practice and understanding. In Hart, L.C., Alston, A. S., & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education*, 39-57. Springer, New York. https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distribution-in-a-Community-of-Practice.pdf

Murata, A. & Takahashi, A. (2002) Vehicle to connect theory, research, and practice: How teacher thinking changes in district-level Lesson Study in Japan. In Mewborn, D. S., Sztajn, P., White, D.Y., Wiegel, H.G., Bryant, R.L. & Nooney, L. K. (Eds), Proceedings of the twenty-fourth annual meeting [of the] North American chapter of the international group of the Psychology of Mathematics Education (pp. 1879–1888), Athens, Georgia.

Murniati, N., Susilo, H. & Listyorini, D. (2021) Student discussion skill activities on microbiology courses through lesson study. *Journal of Physics: Conference Series* 1731 012014 DOI 10.1088/1742-6596/1731/1/012014

https://iopscience.iop.org/article/10.1088/1742-6596/1731/1/012014/pdf Murooka, K. (2007) Current Status of Lesson Study in High Schools. In Japanese Lesson Study in Mathematics. https://doi.org/10.1142/9789812707475_0027

Murphy, R., Weinhardt, F., Wyness, G., & Rolfe, H. (2017) *Lesson study: Evaluation Report and Executive Summary*. Education Endowment Foundation, Millbank, London. https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/Lesson_Study .pdf

https://files.eric.ed.gov/fulltext/ED581145.pdf

Mustadi, A. (2014) Fundamental school reform through lesson study for learning community (LSLC): A study of collaborative learning in Indonesia and Japan. International Conference on Fundamentals and Implementation of Education (ICFIE) 2014. https://eprints.uny.ac.id/24993/1/D-10.pdf

Myers, J. (2012) Lesson study as a means for facilitating preservice teacher reflectivity. *International Journal for the Scholarship of Teaching & Learning 6,1, Article 15* https://digitalcommons.georgiasouthern.edu/ij-sotl/vol6/iss1/15/

Mynott, J. (2018) Facilitating the Lesson Study facilitator; a reflection on expertise in lesson study. Paper presented to the IPDA Annual Conference, Birmingham, United Kingdom, 16–17 November 2018.

https://www.researchgate.net/publication/329020242_Facilitating_the_Lesson_Study_Facilitator_a_re flection_on_expertise_in_Lesson_Study

Mynott, J. (2018) A continuum of Lesson Study focus. https://www.researchgate.net/publication/328841854_A_continuum_of_Lesson_Study_focus

Mynott, J. (2019) Extended Preparation Lesson Study Developing Expertise prior to LS work.docx.

Conference: The World Association of Lesson and Learning Study Conference 2018 at: Beijing, China.

https://www.researchgate.net/publication/330183842_Extended_Preparation_Lesson_Study_Developi ng_Expertise_prior_to_LS_workdocx

Mynott, J. P. (2019) Lesson study outcomes: A theoretical model. *International Journal for Lesson and Learning Studies* 8, 2, 117-134. https://abdn.pure.elsevier.com/en/publications/lesson-study-outcomes-a-theoretical-model

Mynott, J. (2021) Sustainable professional learning: A development of Lesson Study. IMPACT Journal of the Chartered College of Teaching, 13, 25-28. https://my.chartered.college/impact_article/sustainable-professional-learning-a-development-of-lesson-study/

Mynott, J. P. & Michel, D. (2022) The invisible leader: Facilitation in Lesson Study. *Educational Process: International Journal* 11, 3, 48-61. https://www.edupij.com/files/1/articles/article 263/EDUPIJ 263 article 63440b35baca0.pdf

Mynott, J. P. & O'Reilly, S. E. M. (2022) Establishing a lesson study collaboration matrix. *International Journal for Lesson and Learning Studies* 11, 3, 174–192. doi: 10.1108/IJLLS-01-2022-0004

Mynott, J. P. & O'Reilly, S. (2023) Analysing and facilitating collaboration in online lesson study. In Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds), *Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions*, Chapter 6, 89-103. Routledge, Abingdon.

https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

Nakamura, K. (2019) How Lesson Study helps student teachers learn how to teach mathematics through problem-solving: Case study of a student teacher in Japan. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 507-525. Springer, New York.

Nam, N. K. K. (2021) Implementing Lesson Study for Special Education Professionals: Potential Challenges and Solutions. In Goei, S. L., Norwich, B. & Dudley, P. (Eds.), *Lesson Study in Inclusive Educational Settings*, *151-163*. Routledge, London. https://doi.org/10.4324/9781315668581 https://www.routledge.com/Lesson-Study-in-Inclusive-Educational-Settings/Goei-Norwich-Dudley/p/book/9780367712112

Nami, F., Marandi, S.S., & Sotoudehnama, E. (2016) CALL teacher professional growth through Lesson Study practice: an investigation into EFL teachers' perceptions. *Computer Assisted Language Learning* 29, 4, 658–682.

https://www.researchgate.net/publication/274064683_CALL_teacher_professional_growth_through_l esson_study_practice_An_investigation_into_EFL_teachers'_perceptions

National Association for the Study of Educational Methods (Ed.) (2011) *Lesson study in Japan*. Keisuisha, Hiroshima.

National College for School Leadership (2005) Network leadership in action: Getting started with Networked Research Lesson Study (Booklet 1), NCSL, Nottingham.

https://education.gov.scot/media/brxb0fp5/sacfi4f-support-materials-getting-started-with-lesson-study.pdf

National College for School Leadership (2005) Network Research Lesson Study in practice (Booklet 2), NCSL, Nottingham.

National College for School Leadership (2005) *Network Research Lesson Study Tools and Templates* (*Booklet 3*), Author, Nottingham.

National College for School Leadership (2005) Getting started with Networked Research Lesson Study. DVD, Author, Nottingham. https://education.gov.scot/media/brxb0fp5/sacfi4f-support-materials-getting-started-with-lessonstudy.pdf

Ng, B. & Latife, A. (2022) Exploring students' learning and motivation in a lesson study for learning community (LSLC) environment: a new perspective. *International Journal for Lesson and Learning Studies* 11, 3, 193-204. https://doi.org/10.1108/IJLLS-01-2022-0007

Nguyen, D. T. & Tran, D. (2022) High school mathematics teachers' changes in beliefs and knowledge during lesson study. *Journal of Mathematics Teacher Education*. https://doi.org/10.1007/s10857-022-09547-2

Nickerson, S., Fredenberg, M. & Kinsella Druken, B. (2014) Hybrid lesson study: extending lesson study on-line. *International Journal for Lesson and Learning Studies* 3, 2, 152-169. https://doi.org/10.1108/IJLLS-06-2013-0037

Nilvius, C. (2020) Merging lesson study and response to intervention. *International Journal for Lesson and Learning Studies* 9, 3, 277-288. https://doi.org/10.1108/IJLLS-02-2020-0005

Ni Shuilleabhain, A. (2016) Developing mathematics teachers' pedagogical content knowledge in lesson study: Case study findings. *International Journal for Lesson and Learning Studies*5, 3, 212-226. <u>https://doi.org/10.1108/IJLLS-11-2015-0036</u>

Ní Shúilleabháin, A. (2018) Enacting Curriculum Reform Through Lesson Study in the Irish Postprimary Mathematics Classroom. In M. Quaresma, C. Winsløw, S. Clivaz, J. P. Ponte, A. Ní Shúilleabháin, & A. Takahashi (Eds.), *Mathematics lesson study around the world* (pp. 65–85). ICME-13 Monographs. Springer. https://doi.org/10.1007/978-3-319-75696-7_4

Ni Shuilleabhain, A., & Clivaz, S. (2017) Analyzing teacher learning in Lesson Study: Mathematical knowledge for teaching and levels of teacher activity. *Quadrante*, 26(2), 99-125. https://www.researchgate.net/publication/322203792_Analyzing_teacher_learning_in_lesson_study_ mathematical_knowledge_for_teaching_and_levels_of_teacher_activity

Norwich, B. (2018) Making sense of international variations in lesson study and lesson study like practices: An exploratory and conceptual perspective. *International Journal for Lesson and Learning Studies* 7, 3, 201-216. doi:10.1108/IJLLS-02-2018-0007

Norwich, B., Benham-Clarke, S. & Goei, S. L. (2019) Review of research literature about the use of lesson study and lesson study related practices relevant to the field of special needs and inclusive education. Graduate School of Education, University of Exeter, Streatham, UK https://www.lessonstudysend.co.uk/wp-content/uploads/Lesson-Study-and-LS-related-research-review-final-Sept-19.pdf

Norwich, B., Dudley, P. & Ylonen, A. (2014) Using lesson study to assess students' learning difficulties. *International Journal for Lesson and Learning Studies 3*, 192–207. doi:10.1108/IJLLS-12-2013-0059

Norwich, B., Dudley, P. & Ylonen, A. (2021) The contribution of Lesson Study to teaching and assessing pupils with learning difficulties: recent UK developments. In Goei, S. L., Norwich, B. & Dudley, P. (Eds.), *Lesson Study in Inclusive Educational Settings, 99-120*. Routledge, London. https://doi.org/10.4324/9781315668581

https://www.routledge.com/Lesson-Study-in-Inclusive-Educational-Settings/Goei-Norwich-Dudley/p/book/9780367712112

Norwich, B. & Jones, G. (2014) *Lesson Study: Making A Difference To Teaching Pupils with Learning Difficulties*. Continuum Publishers, London. https://www.researchgate.net/publication/264558590_Lesson_study_making_a_difference_to_teachin g_pupils_with_learning_difficulties_by_B_Norwich_and_J_Jones

Norwich, B., Koutsouris, G., Fujita, T., Ralph, T., Adlam, A. & Milton, F. (2016) Exploring knowledge bridging and translation in lesson study using an inter-professional team. *International Journal for Lesson and Learning Studies5*, 3, 180-195. https://doi.org/10.1108/IJLLS-02-2016-0006

Norwich, B. & Ylonen, A. (2013) Design-based research to develop the teaching of students with moderate learning difficulties (MLD): Evaluating lesson study in terms of student, teacher, and school outcomes. *Teaching and Teacher Education* 34, 162–173. https://www.sciencedirect.com/science/article/abs/pii/S0742051X13000796

Nusantara, F.A. (2022) Book review: Stepping up lesson study: An educator's guide to deeper Learning. *International Journal for Lesson and Learning Studies* 11, 3, 239-241. https://doi.org/10.1108/IJLLS-07-2022-115

Obara, S. & Bikai, N. (2019) Promoting math teacher active learning with the lesson study approach: A case study of in-service teachers' perspectives. *International Journal for Lesson and Learning Studies* 8, 2, 135-148. https://doi.org/10.1108/IJLLS-11-2018-0088

OECD (2018) Promising practice 3. The Use of Lesson Study to Develop Teachers in Japan. OECD Publishing, Paris.

https://www.oecd.org/education/teachers-professional-learning-study/initial-teacher-preparation/Promising-Practice-Japan-3-Lesson-study.pdf

Okubo, K. (2007) Lesson study in Egypt. Japanese Lesson Study in Mathematics, 216–217, https://doi.org/10.1142/9789812707475_0046

Olson, J.C., White, P., & Sparrow, L. (2011) Influence of lesson study on teachers' mathematics pedagogy. In Hart, L.C., Alston, A. S. & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education*, 39-57. Springer, New York. https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distributionin-a-Community-of-Practice.pdf

Ono, Y. & Ferreira, J. (2010) A case study of continuing teacher professional development through lesson study in South Africa. *South African Journal of Education 30*, 1, 59-74. https://doi.org/10.15700/saje.v30n1a320

O' Shea, J., Teague, S., Jordan, G., Lang, J. & Dudley, P. (2015) Leading Lesson Study in schools and across school systems. In Dudley, P. (Ed.), *Lesson Study: Professional Learning of Our Time*, 59 -85. Routledge, London.

Otaki, K., Asami-Johansson, Y., & Hakamata, R. (2020) Theoretical preparations for studying lesson study: within the framework of the anthropological theory of the didactic. In Borko, H. & Potari, D. (Eds.), *ICMI STUDY 25 conference proceedings: Teachers of mathematics working and learning in collaborative groups* (pp. 150–157). National and Kapodistrian University of Athens.

Ousseini, H. (2019) Preservice EFL teachers' collaborative understanding of lesson Study. *International Journal for Lesson and Learning Studies* 9, 1, 31-42. https://doi.org/10.1108/IJLLS-12-2018-0092

Özdemir, S. M. (2019) Implementation of the lesson study as a tool to improve students' learning and professional development of teachers. *Participatory Educational Research (PER)* 6, 1, 36-53, June. http://www.perjournal.com/archieve/issue_6_1/Per_19_4_pdf.pdf

Paine, L. (2019) Preface: Historical and cultural perspectives on Lesson Study in Japan and China. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective, 16*3-167. Springer, New York.

Pang, J. (2016) Improving mathematics instruction and supporting teacher learning in Korea through lesson study using five practices. *ZDM- Journal on Mathematics Education* 48, 4, 471–483. https://doi.org/10.1007/s11858-016-0768-x

Pang, M.F. & Marton, F. (2003) Beyond 'lesson study': Comparing two ways of facilitating the grasp of some economic concepts. *Instructional Science* 31, 3, 175-194. doi:10.1023/A:1023280619632.

Pang, M. & Marton, F. (2005) Learning theory as teaching resource: Enhancing students' understanding of economic concepts. Instructional Science 33, 159-191. doi:10.1007/s11251-005-2811-0.

Parks, A. N. (2008) Messy learning: Preservice teachers' lesson-study conversations about mathematics and students. *Teaching and Teacher Education* 24, 1200-1216.

Parks, A.N. (2009) Collaborating about what? An instructor's look at preservice Lesson Study. *Teacher Education Quarterly* 36, 4, 81–97. https://files.eric.ed.gov/fulltext/EJ870216.pdf

Pedder, D. (2015) Prospects for further development of Lesson Study. In Dudley, P. (Ed.), *Lesson Study: Professional Learning of Our Time*, 145-151. Routledge, London.

Pektas, M. (2014) Effect of Lesson Study on science teacher candidates' teaching efficacies. *Educational Research and Review* 9, 6, 164-172. https://eric.ed.gov/?id=EJ1032705

Peña Trapero, N. (2013) Lesson study and practical thinking: a case study in Spain", *International Journal for Lesson and Learning Studies* 2, 2, 115-136. https://doi.org/10.1108/20468251311323379

Peña Trapero, N. & Pérez Gómez, Á.I. (2017) Pedagogical potentialities of lesson study for the reconstruction of teachers' dispositions. *International Journal for Lesson and Learning Studies* 6, 1, 66-79.

https://doi.org/10.1108/IJLLS-09-2016-0029

Perry, R. R. & Lewis, C. C. (2009) What is the successful adaptation of lesson study in the US? *Journal of Educational Change* 10, 4, 365–391. https://doi.org/10.1007/s10833-008-9069-7

Perry, R. & Lewis, C. (2011) Improving the Mathematical Content Base of Lesson Study Summary of Results. Mills College, Oakland, CA.

 $https://d1yqpar94jqbqm.cloudfront.net/documents/Lesson\%20Study\%20PD.Catherine\%20Lewis_0_1.pdf$

Phiri, N. (2020) Exploring the effectiveness of continuing professional development (cpd) through lesson study for secondary school teachers of English in Lusaka, Zambia. *Multidisciplinary Journal of Language and Social Sciences Education* 3, 1, 68-97. https://journals.unza.zm/index.php/mjlsse/article/view/166

Phukongchana, S. & Thinwiangthong, S. (2019) Student's Concepts of Subtraction in Mathematics Classroom Using Lesson Study and Open Approach. *Journal of Physics: Conference Series* 1340 012089 DOI 10.1088/1742-6596/1340/1/012089 https://iopscience.iop.org/article/10.1088/1742-6596/1340/1/012089/pdf

Pierce, R. & Stacey, K. (2011) Lesson study for professional development and research. *Journal of Science and Mathematics Education in Southeast Asia* 34, 1, 26–46. https://eric.ed.gov/?id=EJ961894

Plantin Ewe, L. (2020) Enhancing teachers' relational competence: a teacher lesson
Study. *International Journal for Lesson and Learning Studies* 9, 3, 203-219.
https://doi.org/10.1108/IJLLS-12-2019-0081
Po Yuk, K. (2012) Critical conditions for pre-service teachers' learning through inquiry: The
Learning Study approach in Hong Kong. *International Journal for Lesson and Learning Studies*, 1,1, 49-64. https://doi.org/10.1108/20468251211179704

Podhorsky, C. & Fisher, D. (2007) Lesson study: An Opportunity for Teacher Led Professional Development. In Townsend, T.& Bates, R. (eds.) *Handbook of Teacher Education: Globalization, Standards and Professionalism in Times of Change*, 445-456, Springer, Dordrecht. https://doi.org/10.1007/1-4020-4773-8_30 https://link.springer.com/chapter/10.1007/1-4020-4773-8_30

Ponte, J. P. (2017) Lesson studies in initial mathematics teacher education. *International Journal for Lesson and Learning Studies*, 6(2), 169–181. https://doi.org/10.1108/IJLLS-08-2016-0021 Ponte, J. P., Quaresma, M., Mata-Pereira, J. & Baptista, M. (2015) Lesson study and curriculum development. In II European Conference on Curriculum Studies, 583-593. Faculdade de Psicologia e de Ciências da Educação, Universidade do Porto, Porto. https://repositorio.ul.pt/handle/10451/29212

Ponte, J. P., Quaresma, M., Mata-Pereira, J. & Baptista, M. (2018) Fitting lesson study to the Portuguese context. In Quaresma, M., Winsløw, C., Clivaz, S., Ponte, J.P., Ní Shúilleabháin, A. & Takahashi, A. (Eds.), *Mathematics lesson study around the world*, 87–103. ICME-13 Monographs. Springer. https://doi.org/10.1007/978-3-319-75696-7_5

Preciado-Babb, P., Metz, M. & Davis, B. (2019) How variance and invariance can inform teachers' enactment of Mathematics lessons. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 343-367. Springer, New York.

Presutti, S. (2022) Relevance and adaptations of a lesson study process within the context of initial teacher education in the canton of Vaud, Switzerland. *Twelfth congress of the European society for research in Mathematics education* (CERME12), Feb 2022, Bozen-Bolzano, Italy. ffhal-03744285

Puchner, L. D. & Taylor, A. R. (2006) Lesson Study, collaboration, and teacher efficacy: Stories from two school-based math lesson study groups. *Teaching and Teacher Education* 22, 7, 922-934. doi: 10.1016/j.tate.2006.04.011

Purwandi, D., Susanto & Hobri (2020) Development of remedial mathematics learning based on lesson study for learning community against students' problem solving analysis capabilities. *Journal of Physics: Conference Series* 1563 012038 DOI 10.1088/1742-6596/1563/1/012038 https://iopscience.iop.org/article/10.1088/1742-6596/1563/1/012038/pdf

Purwanti, E., & Hatmanto, E. D. (2019) Understanding EFL teachers' beliefs about lesson study and their knowledge development viewed from social-cultural theory of Vygotsky. *English Language Teaching Educational Journal* 2, 2, 50-61.

Qi, C., Lai, M.Y., Liu, L., Zuo, S., Liang, H. & Li, R. (2023) Examining teachers' learning through a project-based learning lesson study: A case study in China. *International Journal for Lesson and Learning Studies* 12, 1, 106-119. https://doi.org/10.1108/IJLLS-09-2022-0127

Quaresma, M. (2020) Developing collaborative relationships in lesson study groups. *ICMI Study* 25, 524–531.

https://www.mathunion.org/fileadmin/ICMI/Publications/ICMI%20Study%2025/updated%20DD/20114%20ICMI25Proceedings6.13.2020.pdf

Quaresma, M. & da Ponte, J. P. (2021) Developing collaborative relationships in lesson study. PNA 15, 2, 93-107. https://doi-org.ezproxy.bgsu.edu/10.30827/pna.v15i2.16487

Quaresma, M., Winsløw, C., Clivaz, S., Ponte, J. P., Ní Shúilleabháin, A., & Takahashi, A. (Eds.). (2018) *Mathematics Lesson Study Around the World*. ICME-13 Monographs. Springer, New York. https://doi.org/10.1007/978-3-319-75696-7

Qiqige, A., Iwata, S. & Hamamoto, A. (2022) Beginning teacher educators' learning experiences as guidance advisors in physical education Lesson study. *International Journal of Curriculum Development and Practice* 25, 1, 27-41. https://doi.org/10.18993/jcrdaen.25.1_27

Ramploud, A., Funghi, S. & Mellone, M. (2021) The time is out of joint. Teacher subjectivity during COVID-19. *Journal of Mathematics Teacher Education*. https://doi.org/10.1007/s10857-021-09506-3

Ramploud, A., Funghi, S. & Bartolini, M. G. (2022) Chinese lesson study: Critical aspects of transfer from China to Italy. *International Journal for Lesson and Learning Studies*, *11*(2), 147–160. https://doi.org/10.1108/ijlls-04-2021-0031

Raphael, J. & Bickerstaff, S. (2022) *How Lesson Study Facilitated the Adoption of New Teaching Practices in a Community College Quantitative Reasoning Course*. Teachers College, Columbia University, New York,

https://cdn.ymaws.com/amatyc.org/resource/resmgr/educator_winter_2022/raphael_abstract_&_bio.p df

Rappleye, J. & Komatsu, H. (2017) How to make Lesson Study work in America and worldwide: A Japanese perspective on the onto-cultural basis of (teacher) education. *Research in Comparative and International Education*, 12,4, 398-430 https://journals.sagepub.com/doi/pdf/10.1177/1745499917740656

Rauch, F. & Zehetmeier, S. (2019) Lesson study, learning study and action research: are there more differences than a discussion about terms and schools? *Educational Action Research* 27, 4, 455–459. https://doi.org/10.1080/09650792.2019.1652450© 2019 Educational Action Research

Ribeiro, M., Mellone, M. & Esposito, S. (2019) Hybrid lesson study and cultural transposition: Intertwined requirements in and for improving teachers' knowledge and practices. In. Graven, M., Venkat, H., Essien, A. & Vale, P. (Eds.), *Proceedings of the 43rd Conference of the international Group for the Psychology of Mathematics Education* (Vol. 4). PME, Pretoria, South Africa.

Richit, A. (2020) Lesson study from the perspective of teacher educators. *Revista Brasileira de Educação* 25, 250044 https://www.scielo.br/j/rbedu/a/ZGHbjRhNkk5CzKN6G6bh56w/?format=pdf&lang=en

Richit, A. & Tomkelski, M.L. (2020) Secondary school mathematics teachers' professional learning in a Lesson study. Acta Scientiae 22,3 https://www.researchgate.net/publication/341692768_Secondary_School_Mathematics_Teachers'_Pr ofessional_Learning_in_a_Lesson_Study

Ricks, T.E. (2011) Process reflection during Japanese lesson study experiences by prospective secondary mathematics teachers. *Journal of Mathematics Education* 14, 4, 251–267. https://www.researchgate.net/publication/225321689_Process_reflection_during_Japanese_lesson_study_experiences_by_prospective_secondary_mathematics_teachers

Roback, P., Chance, B., Legler, J. and Moore, T. (2006) Applying Japanese Lesson Study Principles to an Upper-level Undergraduate Statistics Course. *Journal of Statistics Education* 14,2, https://www.tandfonline.com/doi/full/10.1080/10691898.2006.11910580

Robinson, N. & Leikin, R. (2012) One teacher, two lessons: the lesson study process. International *Journal of Science and Mathematics Education* 10, 1, 139–161. https://www.researchgate.net/publication/251187772_ONE_TEACHER_TWO_LESSONS_THE_LE SSON_STUDY_PROCESS

Rock, T.C. (2003) A Lesson Study Model for Preservice Teacher Education. *Journal of Research in Education* 13, 1, 31–38.

Rock, T. C. & Wilson, C. (2005) Improving teaching through lesson study. *Teacher Education Quarterly* 32,1,77-92. https://files.eric.ed.gov/fulltext/EJ795305.pdf

Roorda, G. & de Vries, S. (2015) Does Lesson Study contribute to activating and cognitively demanding teaching behavior? A single case study. Conference: EARLI at: Cyprus https://www.researchgate.net/publication/284609508_Does_Lesson_Study_contribute_to_activating_ and_cognitively_demanding_teaching_behavior_A_single_case_study

Roorda, G. & de Vries, S. (2016) Lesson Study: does it affect activating behaviors of mathematics teachers? Conference: WALS September 2016. https://www.researchgate.net/publication/307174670_Lesson_Study_does_it_affect_activating_behav iors_of_mathematics_teachers

Rovio-Johansson, A. (2018) Variation in approaches to lesson analysis – alternative tools for the reconstruction of teaching. *International Journal for Lesson and Learning Studies* 7, 2, 78-84. https://doi.org/10.1108/IJLLS-02-2018-0006

Rué, J. (2016) Reflections on the craftsmanship of teaching: Lesson/learning studies as a cooperative means to enhance professionalism. *International Journal for Lesson and Learning Studies*, Vol. 5 No. 4, pp. 348-361. https://doi.org/10.1108/IJLLS-07-2016-0019

Runesson, U. (2015) Pedagogical and learning theories and the improvement and development of lesson and learning studies, *International Journal for Lesson and Learning Studies* 4, 3, 186–193. https://doi.org/10.1108/IJLLS-04-2015-0016

Runesson, U. (2016) Pedagogical and learning theories in lesson and learning studies – Revisited. *International Journal for Lesson and Learning Studies* 5, 4, 295-299. https://doi.org/10.1108/IJLLS-07-2016-0017

https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distributionin-a-Community-of-Practice.pdf

Saito, E. (2012a) Key issues of lesson study in Japan and the United States: A literature review. *Professional Development in Education* 38, 5, 777–789. https://doi.org/10.1080/19415257.2012.668857

Saito, E. (2012b) Strategies to promote lesson study in developing countries. *International Journal of Educational Management* 26, 6, 565-576. https://doi.org/10.1108/09513541211251398

Sack, J. & Vazquez, I. (2011) The intersection of Lesson Study and design research: A 3-D visualization development project for the elementary mathematics curriculum. In Hart, L.C., Alston, A. S., & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education*, 201-220. Springer, New York.

Saito, E. (2022) Issues of practising lesson study for learning community in Vietnam. *Vietnam Journal of Education* 6 (Special Issue), 70–78. https://doi.org/10.52296/vje.2022.179 https://vje.vn/index.php/journal/article/view/179

Saito, E. & Hang, K.T.D. (2020) *Teacher Capacity Building through Lesson Study for Learning Community in Indonesia (The Policy Brief No.10).* The Head Foundation, Singapore. https://headfoundation.org/wp-content/uploads/2021/02/THF-Policy-Brief-No-10.pdf

Saito, E., Harun, I., Kuboki, I. & Tachibana, H. (2006) Indonesian Lesson Study in practice: Case study of Indonesian mathematics and science teacher education project. *Journal of In-Service Education* 32, 2, 171–184. DOI: 10.1080/13674580600650872

Saito, E., Hawe, P., Hadiprawiroc, S. & Empedhe, S. (2008) Initiating education reform through lesson study at a university in Indonesia. *Educational Action Research* 16,3, 391–406. https://www.researchgate.net/publication/249020561_Initiating_education_reform_through_lesson_st udy_at_a_university_in_Indonesia

Saito, E. & Matthew, A. (2015) Lesson study for learning community (LSLC): conceptualising teachers' practices within a social justice perspective, *Discourse: Studies in the Cultural Politics of Education* 36,6, 795-807, DOI: 10.1080/01596306.2014.968095

Saito, E., Murase, M., Tsukui, A. & Yeo, J. (2015) *Lesson Study for Learning Community: A Guide to Sustainable School Reform*. Taylor & Francis, London. https://www.routledge.com/Lesson-Study-for-Learning-Community-A-guide-to-sustainable-school-reform/Saito-Murase-Tsukui-Yeo/p/book/9780415843171

Saito, E. & Sato, M. (2012) Lesson Study as an instrument for school reform: A case of Japanese practices. *Management in Education* 26,4, 181–186.

Saito, K. & Shiraishi, T. (2021) Lesson Study as a component of international cooperation in education: Implementation examples from Peru and Uganda. In Kim, J., Yoshida, N., Iwata, S. & Kawaguchi, H. (Eds.), *Lesson Study-based Teacher Education: The Potential of the Japanese Approach in Global Settings, 171-180.* Routledge, London.

Sakai, T., Akai, H., Ishizaka, H., Tamura, K., Ozawa, H. & Lee, Y.-J. (2021)Development of program for "Global Lesson Study" in mathematics education. *International Journal for Lesson and Learning Studies* 10, 4, 317-330. https://doi.org/10.1108/IJLLS-02-2021-0015

Sakai, T., Akai, H., Ishizaka, H., Tamura, K., Lee, Y.-J., Choy, B.H. & Ozawa, H. (2022) Changes in qualities and abilities of Japanese teachers through participation in Global Lesson Study on mathematics. *International Journal for Lesson and Learning Studies* 11, 4, 290-304. https://doi.org/10.1108/IJLLS-04-2022-0058

Samaranayake, G., Premadasa, K., Amarasinghe, R. & Paneru, K. (2018) Teacher change through Lesson Study collaboration. *International Journal for Lesson and Learning Studies* 7, 4, 263-276. https://doi.org/10.1108/IJLLS-12-2017-0055

Saran, R. (2018) Investigating the impact of Lesson Study and pedagogical content knowledge on mathematics teaching practices of minority pre-service teachers. *Journal of Urban Learning, Teaching, and Research 14,* 37-49. https://files.eric.ed.gov/fulltext/EJ1195955.pdf

Sato, M. (1997) Opening Pandora's box: Criticism of "lesson study" teacher Apollia to reflective practice. Seori Shobo.

Sato, M. (2018) Spread and Progress of School as Learning Community in Asia. In Tsukui, A. & M. Murase, M. (Eds.), *Lesson Study and Schools as Learning Communities: Asian School Reform In Theory and Practice* (pp. 17–27). Routledge.

Schipper, T., Goei, S.L., de Vries, S. & van Veen K. (2017) Professional growth in adaptive teaching competence as a result of Lesson Study. *Teaching and Teacher Education* 68, 289-303

Schipper, T. M., de Vries, S., Goei, S. L. & van Veen, K. (2020) Promoting a professional school culture through lesson study? An examination of school culture, school conditions, and teacher self-efficacy. *Professional Development in Education* 46, 1, 112–129. https://doi.org/10.1080/19415257.2019.1634627

Schipper, T., Goei, S.L. & van Veen, K. (2018) Developing teachers' self-efficacy and adaptive teaching behaviour through *lesson study*. *International Journal of Educational Research* 88, 109-120. https://www.sciencedirect.com/science/article/abs/pii/S088303551731827X

Schipper, T.M., Goei, S.L., Van Joolingen, W.R., Willemse, T.M., & Van Geffen, E. C. 2020) Lesson study in Dutch initial teacher education explored: its potential and pitfalls. International *Journal for Lesson and Learning Studies* 9, 4, 351-365. https://doi.org/10.1108/IJLLS-04-2020-0018. https://www.emerald.com/insight/content/doi/10.1108/IJLLS-04-2020-0018/full/html

Schipper, T. M., Van der Lans, R. M., De Vries, S., Goei, S. L. & Van Veen, K. (2020) Becoming a more adaptive teacher through collaborating in lesson study? Examining the influence of lesson study on teachers' adaptive teaching practices in mainstream secondary education. *Teaching and Teacher Education* 88, 1-13. https://doi.org/10.1016/j.tate.2019.102961

Schoenfeld, A., Dosalmas, A., Fink, H., Sayavedra, A., Tran, K. & Weltman, A. (2019) Teaching for robust understanding with Lesson Study. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 135-159. Springer, New York.

Seino, T. & Foster, C. (2021) Analysis of the final comments provided by a knowledgeable other in lesson study. *Journal of Mathematics Teacher Education* 24, 507–528. https://link.springer.com/article/10.1007/s10857-020-09468-y

Sekao, D. (2020) *Lesson Study*. University of Pretoria, Hatfield. https://www.up.ac.za/lesson-study

Seleznyov, S. (2018) Lesson study: An exploration of its translation beyond Japan. *International Journal for Lesson and Learning Studies* 7, 3, 217–229. https://doi.org/10.1108/IJLLS-04-2018-0020

Seleznyov, S. (2019) Lesson study beyond Japan: evaluating impact. *International Journal for Lesson and Learning Studies* 8, 1, 2-18. https://doi.org/10.1108/IJLLS-09-2018-0061

Seleznyov, S. (2020) Lesson study: exploring implementation challenges in England. International *Journal for Lesson and Learning Studies*, 9, 2, 179–192. https://doi.org/10.1108/IJLLS-08-2019-0059

Seleznyov, S. (2021) Learning through research: The case for Japanese lesson study. https://my.chartered.college/impact_article/learning-through-research-the-case-for-japanese-lesson-study/

Seleznyov, S., Goei, S. L. & Ehren, M. (2021) International policy borrowing and the case of Japanese lesson study: Culture and its impact on implementation and adaptation. *Professional Development in Education* 1-15.

https://www.tandfonline.com/doi/epdf/10.1080/19415257.2021.1973069?needAccess=true&role=butt on

Seleznyov, S., Roberts, A., Walker, R., Watson, S. & Hogan, M. (2020) Is there anything special about lesson study in special schools? *International Journal for Lesson and Learning Studies* 9, 4, 301-316.

https://doi.org/10.1108/IJLLS-12-2019-0084

Sepúlveda Ruiz, M.d.P., Gallardo Gil, M. & García-Vila, E. (2022) The process of mentoring and tutoring in lesson study in initial teacher training: Two case studies. *International Journal for Lesson and Learning Studies*11, 5, 30-42. https://doi.org/10.1108/IJLLS-02-2022-0021

Sharma, S. A. & Pang, S. (2015) Creating new opportunities for lesson study in an online reading clinic. *Literacy Research: Theory, Method, and Practice* 64, 415–428. https://journals.sagepub.com/doi/10.1177/2381336915617577

Sharrock, D. & Challen, C. (2023) Online lesson study : Solving authentic problems of practice, In Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds), *Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions*, Chapter 7,104-124. Routledge, Abingdon.

https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

Shepherd, A.V. (2019) Integrating lesson study in Myanmar teacher training. *International Journal for Lesson and Learning Studies* 8, 1, 34-47. https://doi.org/10.1108/IJLLS-04-2018-0024

Shi, L. & Cheng, E.C.K. (2021) Developing metacognitive teaching in Chinese language through conducting lesson study in Shanghai. *International Journal for Lesson and Learning Studies*10, 1, 75-88. https://doi.org/10.1108/IJLLS-09-2020-0065

Shibata, Y. (2007) Possibility of lesson analysis as intellectual production in pedagogic research: Using Shigematsu Takayasu and Hibi Yuta's lesson analysis method as a clue. *The Japanese Journal of Educational Research 74, 2,* 189–202.

Shingphachanh, S. (2018) Teachers' understanding and concerns about the practices of lesson study in suburb schools in Laos. *International Journal for Lesson and Learning Studies* 7, 2, 150-162. https://doi.org/10.1108/IJLLS-12-2017-0062

Shingphachanh, S. (2019) Exploring the impact of lesson study through the views of Lao mathematics teacher educators on the needs, learning and difficulties. *International Journal for Lesson and Learning Studies* 8, 2, 98-116. https://doi.org/10.1108/IJLLS-06-2018-0040

Shinno, Y. & Yanagimoto, T. (2020) An opportunity for Preservice Teachers to learn from Inservice Teachers' Lesson Study: Using Meta-Didactic Transposition. In H. Borko & D. Potari (Eds.), *ICMI STUDY 25 Conference Proceedings: Teachers of Mathematics Working and Learning in Collaborative Groups* (pp. 174–181). National and Kapodistrian University of Athens.

Shiraishi, T., Saito, K., Kuga, A. & Yamahira, Y. (2022) Factors that facilitate and obstruct the dissemination of physical education lesson study in Peru. *International Journal for Lesson and Learning Studies*11, 4, 275-289. https://doi.org/10.1108/IJLLS-04-2022-0046

Shúilleabháin, A. N. (2015) Lesson Study as a form of in-School Professional Development: Case studies in two post-primary schools. National Council for Curriculum and Assessment, Dublin. https://ncca.ie/media/2136/lesson-study-pd.pdf

Shimizu, S. & Chino, K. (2015) History of lesson study to develop good practices in Japan. In M. Inprasitha, M. Isoda, P. Wang-Iverson, & B. H. Yeap (Eds.), *Lesson study: Challenges in Mathematics Education* (pp. 123-140). World Scientific, New Jersey.

Sibbald, T. (2009) The relationship between lesson study and self-efficacy. School Science and Mathematics 109, 8, 450-460. https://onlinelibrary.wiley.com/doi/10.1111/j.1949-8594.2009.tb18292.x

Sims, L. & Walsh, D. (2009) Lesson study with preservice teachers: Lessons from lessons. *Teaching and Teacher Education* 25, 5, 724–733. https://experts.illinois.edu/en/publications/lesson-study-with-preservice-teachers-lessons-from-lessons

Sjostrom, M. P. & Olson, M. (2011) Preparing for Lesson Study: Tools for success. In Hart, L.C., Alston, A. S., & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education*, 269-277. Springer, New York.

https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distribution-in-a-Community-of-Practice.pdf

Sjunnesson, H. (2020) Initializing phase of lesson study: communication a special didactic tool in Mathematics. *International Journal for Lesson and Learning Studies* 9, 3, 261-275. https://doi.org/10.1108/IJLLS-02-2020-0007

Skott, C. K. (2020) A social practice theoretical perspective on teacher collaboration in lesson study. In Borko, H. & Potari, D. (Eds.), *ICMI STUDY 25 Conference Proceedings: Teachers of Mathematics Working and Learning in Collaborative Groups* (pp. 182–189). National and Kapodistrian University of Athens.

Skott, C.K. (2023) A networked understanding of new mathematics teachers' learning, when participating in a lesson-study induction programme. *International Journal for Lesson and Learning Studies* 12, 1, 65-77 https://doi.org/10.1108/IJLLS-03-2022-0038

Skott, C. K. & Møller, H. (2020) Adaptations of lesson study in a Danish context: Displacements of teachers' work and power relations: Displacements of teachers' work and power relations. *Teaching and Teacher Education: An International Journal of Research and Studies* 87, [102945]. https://doi.org/10.1016/j.tate.2019.102945

Skultety, L, Gonzalez, G & Vargas, G. (2017) Using technology to support teachers' lesson adaptations during lesson study. *Journal of Technology and Teacher Education* 25, 2, 185-213. https://www.learntechlib.org/noaccess/172139/

Smith, K. (2021) Lesson Study as practitioner research to improve practice in teacher education: A Norwegian perspective. In Kim, J., Yoshida, N., Iwata, S. & Kawaguchi, H. (Eds.), *Lesson Studybased Teacher Education: The Potential of the Japanese Approach in Global Settings*, 129-142. Routledge, London.

Solehah, A., Pambudi, D.S., Hobri & Ummah, B. I. (2021) The development of learning instrument with Contextual Teaching And Learning (CTL) based on Lesson Study for Learning Community (LSLC) on two variable linear equations and its effect on creative thinking of junior high school student. *Journal of Physics: Conference Series* 1839 012015 https://iopscience.iop.org/article/10.1088/1742-6596/1839/1/012015/pdf DOI 10.1088/1742-6596/1839/1/012015

Soto, M., Gupta, D., Dick, L. & Appelgate, D. (2019) Bridging distances: Professional development for higher education faculty through technology facilitated lesson study. *Journal of University Teaching & Learning Practice* 16, 3, 1-18. https://ro.uow.edu.au/cgi/viewcontent.cgi?article=1893&context=jutlp

Soto Gómez, E., Serván Núñez, M.J. & Pérez Gómez, A.I. (2015) Cooperative research. A critical strategy in university teacher training. A case study of Lesson and Learning Studies. *International Journal for Lesson and Learning Studies* 4, 1, 56-71. https://doi.org/10.1108/IJLLS-05-2014-0011

Soto Gómez, E., Serván Núñez, M.J. & Caparros-Vida, R. (2016)Learning to teach with lesson study: The practicum and the degree essay as the scenario for reflective and cooperative creation. *International Journal for Lesson and Learning Studies* 5, 2, 116-129. https://doi.org/10.1108/IJLLS-12-2015-0042

Soto Gómez, E., Serván Núñez, M. J., Pérez Gómez, A. I. & Peña Trapero, N. (2015)Lesson study and the development of teacher's competences: From practical knowledge to practical thinking. *International Journal for Lesson and Learning Studies* 4, 3, 209-223. https://doi.org/10.1108/IJLLS-09-2014-0034

Stepanek, J., Appel, G., Leong, M., Mangan, M.T. & Mitchell, M. (2007) *Leading Lesson Study. A Practical Guide for Teachers and Educators.* Corwin Press, Thousand Oaks. https://gtlcenter.org/sites/default/files/docs/pa/4_PDResearchPolicyAction/LeadingLessonStudy.pdf

Stephens, M. (2011) Ensuring instruction changes: Evidence based teaching: How can lesson study inform coaching, instructional rounds and learning walks? *Journal of Science and Mathematics Education in Southeast Asia* 34, 1, 111–113.

https://www.researchgate.net/publication/235221294_Ensuring_instruction_changes_evidence_basedt eaching_-_How_can_Lesson_Study_inform_Coaching_Instructional_rounds_and_Learning_walks

Stephens, M. & Ebaguin, M. (2015) Teacher professional development through Lesson Study: Adaptation or cultural transition? 7th ICMI-East Asia Regional Conference on Mathematics Education11-15 May 2015, Cebu City, Philippines. https://www.researchgate.net/publication/276411848_Teacher_professional_development_through_L esson_Study_Adaptation_or_cultural_transition

Stewart, R.A., & Brendefur, J. L. (2005) Fusing lesson study and authentic achievement: A model for teacher collaboration. Phi Delta Kappan, 86(9), 681-687.

 $https://www.researchgate.net/publication/273451253_Lesson_study_and_authentic_achievement_A_model_for_teacher_collaboration$

Stigler, J. W. & Hiebert, J. (2016) Lesson study, improvement, and the importing of cultural routines. *ZDM Mathematics Education* 48, 4, 581-587. https://link.springer.com/article/10.1007/s11858-016-0787-7 https://doi.org/10.1007/s11858-016-0787-7

Stokes, L. R., Suh, E. & Curby, J. M. (2019) Examining the nature of teacher support during different iterations and modalities of lesson study implementation. *Professional Development in Education* 46, 1, 97–111. https://www.researchgate.net/publication/333983838_Examining_the_nature_of_teacher_support_dur ing_different_iterations_and_modalities_of_lesson_study_implementation doi: 10.1080/19415257.2019. 1634623

Stols, G. & Ono, Y. (2016) Lesson *Study. An Implementation Manual.* https://school- maths.com/documents/Lesson%20Study%20Manual_Eng_Stols_Ono_25Dec2016. pdf

Stutchbury, K., Gallastegi, L. & Woodward, C. (2019) Supporting Open Practices with Teachers in Zambia. *Journal of Learning for Development* 6, 3, 208-227. https://files.eric.ed.gov/fulltext/EJ1235202.pdf

Stutchbury, K., Gallastegi, L. & Woodward, C. (2021) *Zambian Education School-based Training (ZEST) Project: Cohort 3 Evaluation, May 2021.* The Open University, Milton Keynes. https://oro.open.ac.uk/86826/3/86826.pdf

Suarez, N.A. (2022) Book review: Lesson study in inclusive education settings. *International Journal for Lesson and Learning Studies* 11, 3, 235-238. https://doi.org/10.1108/IJLLS-07-2022-114

Suh, J., Birkhead, S., Galanti, T., Farmer, R. & Seshaiyer, P. (2019) The use of Lesson Study to unpack learning trajectories and deepen teachers' horizon knowledge. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.) *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 755-781. Springer, New York.

Suh, J., Gallagher, M.A., Capen, L. & Birkhead, S. (2021) Enhancing teachers' noticing around mathematics teaching practices through video-based lesson study with peer coaching. *International Journal for Lesson and Learning Studies*10, 2, 150-167. https://doi.org/10.1108/IJLLS-09-2020-0073

Suma, K., Sadia, I.W. & Pujani, N. M. (2019) The effect of lesson study on science teachers' pedagogical content knowledge and self-efficacy. *International Journal on New Trends in Education and Their Implications* 10, 4, 1-11.

Suratno, T. (2012) Lesson study in Indonesia: an Indonesia University of Education Experience. *International Journal for Lesson and Learning Studies* 1, 3, 196-215. https://doi.org/10.1108/20468251211256410

Suratno, Komaria,N., Hobri, Husniah,F., Novenda, I. L. & Fahroyin, M. (2020) Biotechnology concept: questioning of analysis with lesson study for learning community (LSLC) for higher ordered thinking skill on coffee area plantation. Journal of Physics: Conference Series, Volume 1563, International Conference on Lesson Study of Science Technology Engineering and Mathematics 16-17 November 2019, Jember, Indonesia. https://iopscience.iop.org/article/10.1088/1742-6596/1563/1/012040/pdf DOI 10.1088/1742-6596/1563/1/012040

Suzuki, Y. (2012) Teachers' professional discourse in a Japanese lesson study.

International Journal for Lesson and Learning Studies 1, 3, 216-231. https://doi.org/10.1108/20468251211256429

Suzuki, Y. (2022) *Reforming Lesson Study in Japan- Theories of Action for Schools as Learning Communities.* Routledge, New York.

Suzuki, Y. (2022) *Reforming Lesson Study in Japan- Theories of Action for Schools as Learning Communities.* Routledge, New York.

https://www.routledge.com/Reforming-Lesson-Study-in-Japan-Theories-of-Action-for-Schools-as-Learning/Suzuki/p/book/9780367517489

Takahashi, A. (2000) Current Trends and issues in Lesson Study in Japan and the United States. Journal of Japan Society of Mathematical Education 82, 12, 15-21.

Takahashi, A. (2006) Characteristics of Japanese Mathematics Lessons. Paper presented at the APEC International conference on Innovative Teaching Mathematics through Lesson Study, January 14-20, 2006, Tokyo, Japan.

https://lessonresearch.net/wp-content/uploads/2018/01/characteristics_japanese-1.pdf

Takahashi, A. (2006) Types of elementary mathematics lesson study in Japan: Analysis of features and characteristics. *Journal of Japan Society of Mathematical Education* 88, 8, 2–14 https://www.researchgate.net/publication/289504212_Types_of_Elementary_Mathematics_Lesson_St udy_in_Japan_Analysis_of_Features_and_Characteristics

Takahashi, A. (2006b) Characteristics of Japanese mathematics lessons. *Tsukuba Journal of Educational Study in Mathematics 25, 1, 37–44*.

Takasahi, A. (2011) Response to Part I- Jumping into lesson study – Inservice Mathematics teacher education. In Hart, L.C., Alston, A. S., & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education*, 79-82. Springer, New York. https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distributionin-a-Community-of-Practice.pdf

Takahashi, A. (2014) The role of the knowledgeable other in lesson Study: Examining the final comments of experienced Lesson Study practitioners. *Mathematics Teacher Education and Development* 6, 1, 1-17. *https://files.eric.ed.gov/fulltext/EJ1046714.pdf*

Takahashi, A. (2016) Recent trends in Japanese mathematics textbooks for elementary grades: Supporting teachers to teach mathematics through problem solving. *Universal Journal of Educational Research* 4, 2, 7. DOI:10.13189/ujer.2016.040201 DOI:10.1007/s11858-015-0752-x

Takahashi, A. Implementing Lesson Study in North American Schools and School Districts. DePaul University

https://www.apec.org/docs/default-source/Publications/2006/6/A-Collaborative-Study-on-Innovations-for-Teaching-and-Learning-Mathematics-in-Different-Cultures-amo/TOC/Implementing-Lesson-Study-in-North-American-Schools-and-School-Districts.pdf

Takahashi A. (2017) Lesson Study: The fundamental driver for mathematics teacher development in Japan. In Kaur B., Kwon O., Leong Y. (Eds.), *Professional Development of Mathematics Teachers: Mathematics Education –An Asian perspective*, 47-61. Springer, Singapore. DOI: 10.1007/978-981-10-2598-3_1

Takahashi, A. (2019) Using school-wide collaborative lesson research to implement standards and improve student learning: Models and preliminary results. In Huang, R., Takahashi, A. & da Ponte, J. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*. Springer International Publishing. DOI: 10.1007/978-3-030-04031-4

Takahashi, A., Lewis, C. & Perry, R. (2013) A US lesson study network to spread teaching through problem solving. *International Journal for Lesson and Learning Studies* 2, 3, 237-255. https://doi.org/10.1108/IJLLS-05-2013-0029

Takahashi, A. & McDougal, T. (2016) Collaborative lesson research: Maximizing the impact of lesson study. *ZDM - Mathematics Education* 48, 4, 513-526. DOI:10.1007/s11858-015-0752-x

Takahashi, A. & McDougal, T. (2019) Using school-wide collaborative lesson research to implement standards and improve student learning: Models and preliminary results. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 263-284. Springer, New York.

Takahashi, A. & McDougal, T. (2018) Collaborative Lesson Research (CLR). In Quaresma, M. Winsløw, C., Clivaz, S., da Ponte, J. P., Ní Shúilleabháin, A. & Takahashi, A. (Eds.), *Mathematics Lesson Study Around the World: Theoretical and Methodological Issues*, 143-152. Springer International Publishing. DOI: 10.1007/978-3-319-75696-7

Takahashi, A., McDougal, T., Friedkin, S., & Watanabe, T. (2022) *Educators' Learning from Lesson Study: Mathematics for Ages 5 – 13.* Routledge, New York.

Takahashi, A., Watanabe, T., Isuda, N., & Fujii, T. (2023) Potential of online experience of lesson study. - Learning from the IMPULS efforts to provide research lesson observation online. In Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds), *Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions,* Chapter 2.19-33. Routledge, Abingdon.

https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtualand-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

Takahashi, A., Watanabe, T., & Yoshida, M. (2006) Developing good mathematics teaching practice through lesson study: a U.S. perspective. In Center for Research on International Cooperation in Educational Development (CRICED), (Ed.), Progress report of the APEC project: A collaborative study on innovations for teaching and learning mathematics in different cultures among the APEC member economies, 129-136. CRICED, Tsukuba, Japan.

https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=e4b0e9a0298cc5217476bafd62f6a 1bda4a47f29

Takahashi, A. & Yoshida, M. (2004) Ideas for establishing lesson-study Communities. *Teaching Children Mathematics* 10, 9, 436-443 https://bsl-utrecht.nl/wp-content/uploads/sites/62/2015/11/Takahashi-2004-Ideas-for-establishing-Lesson-Study-communities.pdf

Tamura, T. & Uesugi, Y. (2020) Involving students in lesson study: A new Perspective. *International Journal for Lesson and Learning Studies*9, 2, 139-151. https://doi.org/10.1108/IJLLS-04-2018-0026

Tan, R.M. (2015) Improving the use of physical manipulatives in teaching science concepts through lesson study. *International Journal for Lesson and Learning Studies* 4, 4, 328-342. https://doi.org/10.1108/IJLLS-01-2015-0001

Tan, S. (2021) Bansho as part of lesson and lesson study: from the origins to the present. *International Journal for Lesson and Learning Studies* 10, 4, 378-392. https://doi.org/10.1108/IJLLS-09-2021-0076

Tan, S., Clivaz, S., & Sakamoto, M. (2020) *The Potential Contribution of Lesson Analysis to Lesson Study in Pandemic Times*. Paper presented at the WALS International Conference 2020, December.

Tan, S., Fukaya, K. &Nozaki, S. (2018) Development of bansho (board writing) analysis as a research method to improve observation and analysis of instruction in lesson study. *International Journal for Lesson and Learning Studies* 7, 3, 230-247. https://doi.org/10.1108/IJLLS-02-2018-0011

Tan, S., Goei, S. L., Willemse, M., & van Joolingen, W. (2022) Lesson Study in Initial Teacher Education and School-based Teacher Education: A Systematic Review of Research Written in English, Japanese and Chinese.

https://www.researchgate.net/publication/365197201_Lesson_Study_in_Initial_Teacher_Education_a nd_School-

 $based_Teacher_Education_A_systematic_review_of_research_written_in_English_Japanese_and_Chinese$

Tan, S., Schipper, T., Clivaz, S. & Goei, S.L. (2023) Guest editorial: Emerging voices in lesson studies. *International Journal for Lesson and Learning Studies* 12, 2, 121-125. https://doi.org/10.1108/IJLLS-04-2023-129

Tan-Chia, L., Fang, Y. & Chew Ang, P. (2013) Innovating the Singapore English Language curriculum through lesson study. *International Journal for Lesson and Learning Studies* 2, 3, 256-280.

https://doi.org/10.1108/IJLLS-03-2013-0017

Tanujaya, B. & Mumu, J. (2020) Improvement of mathematics learning activity through lesson study. Journal of Physics: Conference Series, Volume 1613, Ahmad Dahlan International Conference on Mathematics and Mathematics Education 8-9 November 2019, Yogyakarta, Indonesia. https://iopscience.iop.org/article/10.1088/1742-6596/1613/1/012033/pdf DOI 10.1088/1742-6596/1613/1/012033

Tas, M. (2014) The use of lesson study in the first weeks of teacher education. *Science Teacher Education* 70, 11–19. Taylor, A. R., Anderson, s. Meyer, K., Wagner, M. K. & West, C. (2005) Lesson Study: A professional development model for Mathematics reform. *The Rural Educator* 26, 2, 17-22. https://scholarsjunction.msstate.edu/cgi/viewcontent.cgi?article=1296&context=ruraleducator

Taylor, A.R., Puchner, L.D., Scheibel, G. (2006) Gwen's story: Researching teaching with others in a lesson study transforms a beginning teacher's understanding. In Langrall, C.W. (Ed.), *Teachers Engaged in Research: Inquiry into Mathematics Classrooms in Grades 3-5*, Information Age Publishing, Greenwich, Connecticut.

Tepylo, D., & Moss, J. (2011) Examining change in teacher mathematical knowledge through lesson study. In Hart, L.C., Alston, A. & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education: Learning Together*, 59-77. NY: Springer. https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distribution-in-a-Community-of-Practice.pdf

Tetteh, G.A. (2017) The impact of a student's study time journal as a lesson and learning Study. *International Journal for Lesson and Learning Studies* 6, 1, 97-115. https://doi.org/10.1108/IJLLS-05-2016-0013

Thephavongsa, S. (2018) Enhancing the teaching skills of the multi-grade teachers through Lesson Study. *International Journal of Learning, Teaching and Educational Research* 17, 4, 71-87, April. https://ijlter.net/index.php/ijlter/article/view/684/689

Tijmen M. Schipper, T. Martijn Willemse & Sui L. Goei (2022) Supporting teacher educators' professional learning through lesson study. *Journal of Education for Teaching* 48,3, 316-331. DOI: 10.1080/02607476.2021.1988825

Tsukui, A. & Murase, M. (2018) *Lesson Study and Schools as Learning Communities: Asian School Reform in Theory and Practice*. Routledge. https://www.routledge.com/Lesson-Study-and-Schools-as-Learning-Communities-Asian-School-Reform-in/Tsukui-Murase/p/book/9780367484163

Tsukui, A. & Murase, M. (2019) Lesson Study and Schools as Learning Communities - Asian School Reform in Theory and Practice. Routledge, New York. https://www.routledge.com/Lesson-Study-and-Schools-as-Learning-Communities-Asian--Reform-in/Tsukui-Murase/p/book/9780367484163

Tsukui, A., & Saito, E. (2018) Stroll into students' learning: Acts to unload teachers' values through the practices of lesson study for learning community in Vietnam. *Improving Schools*, 21, 2, 173–186. https://doi.org/10.1177/1365480217717530

Tukombe, H.C., Banda, B. & Nakai, K. (2017) *Post Decade of Lesson Study Practice in Zambia: Milestones and Emerging Issues from the Ground Special Distribution.* Presented at: The International Conference by World Association of Lesson Studies, Nagoya, Japan 24th -26thNovember,

2017.https://www.researchgate.net/publication/349849785_Post_Decade_of_Lesson_Study_Practice_ in_Zambia_Milestones_and_Emerging_Issues_from_the_Ground_Special_Distribution

Uffen, I., de Vries, S., Goei, S. L., van Veen, K. & Verhoef. N. (2022) Understanding teacher learning in lesson study through a cultural–historical activity theory lens. *Teaching and Teacher Education* 119, 6, 103831

https://www.researchgate.net/publication/362849050_Understanding_teacher_learning_in_lesson_stu dy_through_a_cultural-historical_activity_theory_lens

Ulep, S. A. (2007) *Developing Mathematical Thinking Through Lesson Study: Initial Efforts and Results*. CRICED, University of Tsukuba https://irdtpforasean.kku.ac.th/APEC/PDF% 202007/Soledad% 20A% 20Ulep.pdf

Usui, Y. (2011) What is lesson study? Historical background. In National Association for the Study of Educational Methods (Eds.), *Lesson study in Japan*, 3–14. Keisuisha, Hiroshima, Japan

Uştuk, Ö. (2022) Book review – Changing teaching, changing teachers: 21st century teaching and learning through lesson and learning study. *International Journal for Lesson and Learning Studies*, 11, 1, 40-42. https://doi.org/10.1108/IJLLS-01-2022-101

Uştuk, Ö. & Çomoğlu, I. (2019) Lesson study for professional development of English language teachers: Key takeaways from international practices. *Journal on Efficiency and Responsibility in Education and Science* 12, 2, 41-50. https://doi.org/10.7160/eriesj.2019.120202 https://files.eric.ed.gov/fulltext/EJ1220889.pdf

Uştuk, Ö. & Çomoğlu, İ. (2021) Reflexive professional development in reflective practice: what lesson study can offer. *International Journal for Lesson and Learning Studies* 10, 3, 260-273. https://doi.org/10.1108/IJLLS-12-2020-0092

Uştuk, Ö., & De Costa, P. I. (2021) Reflection as meta-action: Lesson study and EFL teacher professional development. *TESOL Journal*, 12, 1, 1-16. https://doi.org/10.1002/tesj.531

van den Boom-Muilenburga, S.N., de Vriesb, S., van Veenb, K., Poortmana ,C.& Schildkamp, K. (2022) Leadership practices and sustained lesson study. Educational Research 64,3, 295–316 https://www.tandfonline.com/doi/epdf/10.1080/00131881.2022.2090982?needAccess=true&role=butt on

van Halem, N., Goei, S.L. & Akkerman, S.F. (2016) Formative assessment in teacher talk during lesson studies. *International Journal for Lesson and Learning Studies*5, 4, 313-328. <u>https://doi.org/10.1108/IJLLS-11-2015-0041</u>

Verhoef, N., Coenders, F. & Tall, D. (2021) Lesson Study in Secondary Education: students' educational needs of sense making of mathematics and teacher professional development. In Goei, S. L., Norwich, B. & Dudley, P. (Eds.), *Lesson Study in Inclusive Educational Settings*, 64-98 Routledge, London. https://doi.org/10.4324/9781315668581 https://www.routledge.com/Lesson-Study-in-Inclusive-Educational-Settings/Goei-Norwich-Dudley/p/book/9780367712112

Venketsamy, R., Hu, Z., Helmbold, E. & Auckloo, P. (2022) Implementing the Japanese Lesson Study as a professional development tool in South Africa. *Journal for the Education of Gifted Young Scientists* 10, 3, 349-362. https://dergipark.org.tr/en/download/article-file/2483254

Verhoef, N. C. & Coenen, T. J. M. (2016) Lesson Study and teacher professionalization on student learning. Paper presented at the WALS 2016 conference, September 3-5, Exeter, UK.

Verhoef, N. C., Coenders, F. G. M., Pieters, J. M., Smaalen, D. van, & Tall, D. O. (2014) Professional development through lesson study: teaching the derivative using GeoGebra. Professional Development in Education, Published online: 12 Mar 2014, 1-18. doi: 10.1080/19415257.2014.886285. https://www.tandfonline.com/doi/abs/10.1080/19415257.2014.886285

Verhoef, N. C. & Coenders, F. G. M. (2014) Lesson Study as a tool for professional development: the context of counting problems. Paper presented op de Proceedings of the Conference on international approaches to scaling-up professional development in maths and science education, Essen, Duitsland.

Verhoef, N. C., Coenders, F. G. M., Pieters, J. M., Smaalen, D. van, & Tall, D. O. (2014) Professional development through lesson study: teaching the derivative using GeoGebra. Professional Development in Education, Published online: 12 Mar 2014, 1-18. doi: 10.1080/19415257.2014.886285.

Verhoef, N.C., Pieters, J.M., Hendrikse, H.P., & Smaalen, D. van (2011) *The professional development of teachers in a Community of Learners (CoL): In search of effective collaboration.* Paper presented at the Education Research Days (ORD). Maastricht, The Netherlands.

Verhoef, N.C., Pieters, J.M., Hendrikse, H.P., Liet, H. van der, Haverkamp, R. & Hoeksema, F.W. (2010a) *The effect of lesson study on the professional development of teachers*. Paper presented at the Education Research Days (ORD), Enschede, The Netherlands.

Verhoef, N.C., Pieters, J.M., Hendrikse, H.P., Liet, H. van der, Haverkamp, R. & Hoeksema, F.W. (2010b) The effect of lesson study on the subject didactic approach. Paper presented at the Education Research Days (ORD), Enschede, The Netherlands

Verhoef, N. C. & Tall, D. O. (2011) Lesson study: the effect on teachers' professional development. Paper presented op de 35th Conference of PME. Ankara, Turkye.

Verhoef, E., Tall, D., Coenders, F. & Van Smaalen, D. (2013) The complexities of a Lesson Study in a Dutch situation: Mathematics teacher learning. *International Journal of Science and Mathematics Education* 12,4, 859-881. https://link.springer.com/article/10.1007/s10763-013-9436-6

Verhoef, N.C., van Smaalen, D. & Coenders, F. (2013) *Networking: Theory and Teaching Practice Using Lesson Study* (CERME 8). University of Twente, the Netherlands. https://ris.utwente.nl/ws/portalfiles/portal/30589910/Verhoef2013networking.pdf

Vermunt, J. D., Vrikki, M., van Halem, N., Warwick, P. & Mercer, N. (2019) The impact of Lesson Study professional development on the quality of teacher learning. *Teaching and Teacher Education* 81, 61-73. https://doi.org/10.1016/j.tate.2019.02.009 https://pure.tue.nl/ws/portalfiles/portal/122068679/1_s2.0_S0742051X18312101_main.pdf

Vermunt, J. D., Vrikki, M., Dudley, P. & Warwick, P. (2023) Relations between teacher learning patterns, personal and contextual factors, and learning outcomes in the context of Lesson Study. *Teaching and Teacher Education 133*, 104295. https://www.sciencedirect.com/science/article/pii/S0742051X23002834?via%3Dihub

Vui, T. (2015) Using lesson study as a means to innovation for teaching and learning mathematics in Vietnam: Research lesson on the property of the three medians in a triangle. In Inprasitha, M., Isoda, M., Wang-Iverson, P. & Yeap, B. H. (Eds.), *Lesson study: Challenges in Mathematics Education*, 273–292. World Scientific. https://doi.org/10.1142/9789812835420_0018

Wahman, M.L., Peplow, A. B., Rita Kumar & Refaei, B. (2020) Benefits of Using Lesson Study for SoTL, Cross-Disciplinary Research, and Assessment. *International Journal for the Scholarship of Teaching and Learning* 14, 1, Article 2.

https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1857&context=ij-sotl

Wake, G. (2023) Designing lesson study for individual and collective learning: networking theoretical perspectives. *International Journal for Lesson and Learning Studies* 12, 1, 7-20. https://doi.org/10.1108/IJLLS-08-2022-0111

Wake, G., Foster, C. & Swan, M. (2013) A theoretical lens on lesson study: Professional learning across boundaries. In Lindemeier, A. & Heinze, A. (Eds.), *Proceedings of the 37th conference of the International Group for the Psychology of Mathematics Education* Vol. 4, 369–376. PME.

Wake, G. & Seleznyov, S. (2020) Curriculum design through lesson study. *London Review of Education* 18, 3, 467–479. https://files.eric.ed.gov/fulltext/EJ1297549.pdf

Wang, L., Wang, Q., Kong, S., Hu, J. & Chen, X. (2022) Subject competency framework in fostering high-end lesson study – a case of teaching "properties of iron salts" unit in a senior high school. *International Journal for Lesson and Learning Studies* 11, 2, 73-90. https://doi.org/10.1108/IJLLS-11-2021-0103

Watanabe, T. (2002) Learning from Japanese lesson study. *Educational Leadership* 59, 6, 36–39. https://www.researchgate.net/publication/285749757_Learning_from_Japanese_lesson_study

Watanabe, T. (2011) Response to part III. Challenges and promises of unchartered water- Lesson Study and institutes of higher education. In Hart, L.C., Alston, A. S. & Murata, A. (Eds.), Lesson Study Research and Practice in Mathematics Education, 175-178. Springer. https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distribution-in-a-Community-of-Practice.pdf

Watanabe, T. (2018) Japanese Lesson Study in the United States: Looking back and looking ahead. *Educational Designer* 3, 11, 1-13.

 $https://www.educationaldesigner.org/ed/volume3/issue11/article43/pdf/ed_3_11_watanabe.pdf$

Watanabe, T. (2019) Lesson Study and textbook revisions: What can we learn from the Japanese Case? In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective, 183-200.* Springer, New York.

Watanabe, T., Takahashi, A. & Isam Barham, A. (2019) Implementing school-wide Collaborative Lesson Research in Qatar. *Journal of Institutional Research South East Asia* 17, 2, 47-70. http://www.seaairweb.info/journal/articles/JIRSEA_v17_n02/JIRSEA_v17_n02_Article04.pdf

Watanabe, T., Takahashi, A. & Yoshida M. (2008). Kyozaikenkyu: A critical step for conducting effective lesson study and beyond. In F. Arbaugh, P. M. Taylor (Eds.), Inquiry into Mathematics Teacher Education (pp. 139-142). San Diego: Association of Mathematics Teacher Educators https://www.researchgate.net/publication/276411848_Teacher_professional_development_through_L esson_Study_Adaptation_or_cultural_transition

Weaver, J., Matney, G., Goedde, A., Nadler, J. & Patterson, N. (2021) Digital tools to promote remote lesson study. *International Journal for Lesson and Learning Studies* 10, 2, 187–201 https://doi.org/10.1108/IJLLS-09-2020-0072

Weaver, J., Matney, G., Huang, R., Huang, X., Painter, C. & Wilson, J. (2023) Hybrid cross-cultural lesson study impacts teacher learning. In Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds), *Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions,* Chapter 3, 34-50. Routledge, Abingdon. https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

Wei, G. (2019) How could cultural-historical activity theory inspire Lesson Study? In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.), *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 39-58. Springer, New York.

Wells, P. R., Goodnough, K., Azam, S. & Galway, G. (2023) Changes in high school distance education science teachers' pedagogical content knowledge (PCK) during remote lesson study. In Huang, R., Helgevold, N., Lang, J. & Jiang, H. (Eds), *Teacher Professional Learning through Lesson Study in Virtual/hybrid Environments: Opportunities, Challenges, and Future Directions*, Chapter 12, 203-222. Routledge, Abingdon.

https://www.routledge.com/Teacher-Professional-Learning-through-Lesson-Study-in-Virtual-and-Hybrid/Huang-Helgevold-Lang-Jiang/p/book/9781032260303

West-Olatunji, C., Behar-Horenstein, L. & Rant, J. (2008) Mediated Lesson Study, collaborative learning, and cultural competence among early childhood educators. *Journal of Research in Childhood Education* 23, 1, 96–108.

White, A. L. & Lim, C. S. (2008) Lesson study in Asia Pacific classrooms: Local responses to a global movement. *ZDM Mathematics Education* 40, 6, 915-925

Whitney, S.R. (2019) Are lesson study participants sharing their professional knowledge? *International Journal for Lesson and Learning Studies* 9, 1, 57-66. https://doi.org/10.1108/IJLLS-11-2018-0090

Widjaja, W., Groves, S. & Ersozlu, Z. (2021) Designing and delivering an online lesson study unit in mathematics to pre-service primary teachers: opportunities and challenges. *International Journal for Lesson and Learning Studies*10, 2, 230-242. https://doi.org/10.1108/IJLLS-10-2020-0080

Widjaja, W., Vale, C., Groves, S., & Doig, B. (2017) Teachers' professional growth through engagement with lesson study. *Journal of Mathematics Teacher Education* 20, 4, 357–383. https://link.springer.com/article/10.1007/s10857-015-9341-8

Widjaja, W., Vale, C., Groves, S. & Doig, B. (2019) Theorizing professional learning through Lesson study using the interconnected model of professional growth. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.) *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, 83-101. Springer, New York.

Williams, J., Ryan, J., & Morgan, S. (2014) Lesson study in a performative culture. In C. Day & J. Sachs (Eds.), *Workplace Learning in Teacher Education: International Practice and Policy*, 151–167. Springer New York. https://doi.org/10.1007/978-94-007-7826-9

Willems, I. & Van den Bossche, P. (2019) Lesson Study effectiveness for teachers' professional learning: A best evidence synthesis. *International Journal for Lesson and Learning Studies* 8, 4, 257-271. https://doi.org/10.1108/IJLLS-04-2019-0031

Wilson, E. & Sharimova, A. (2019) Conceptualizing the implementation of Lesson Study in Kazakhstan within a social theory framework. *International Journal for Lesson and Learning Studies* 8, 4, 320-333. https://doi.org/10.1108/IJLLS-08-2019-0060

Winsløw, C., Bahn, J., & Rasmussen, K. (2018) Theorizing lesson study: Two related frameworks and two Danish case studies. In M. Quaresma, C. Winsløw, S. Clivaz, J. P. Ponte, A. Ní Shúilleabháin, & A. Takahashi (Eds.), *Mathematics lesson study around the world* (pp. 123–142). ICME-13 Monographs. Springer. https://doi.org/10.1007/978-3-

Wolthuis, F., Hubers, MD, De Vries, S. & Van Veen, K. (2020) More than mundane matters: An exploration of how schools organize professional learning teams, *International Journal of Leadership in Education*, DOI: 10.1080/13603124.2020.1790668

Wolthuis, F., Hubers, M.D., van Veen, K. & de Vries, S. (2021) *The hullabaloo of schooling: the influence of school factors on the (dis)continuation of lesson study. Research Papers in Education* 37, 6, 1020-1041, DOI: 10.1080/02671522.2021.1907776

Wolthuis, F., van Veen, K., de Vries, S. & Hubers, M.D. (2020) Between lethal and local adaptation: Lesson study as an organizational routine. *International Journal of Educational Research* 100, 10.1016/j.ijer.2020.101534

Wong, M. E. (2021) Lesson Study for the enhancement of the use of assistive technology in teaching and learning. In Goei, S. L., Norwich, B. & Dudley, P. (Eds.), *Lesson Study in Inclusive Educational Settings*, 164-181. Routledge, London. https://doi.org/10.4324/9781315668581 https://www.routledge.com/Lesson-Study-in-Inclusive-Educational-Settings/Goei-Norwich-Dudley/p/book/9780367712112

Wood, K. (2017) Is there really any difference between lesson and learning study? Both focus on Neriage. *International Journal for Lesson and Learning Studies* 6, 2, 118-123. https://doi.org/10.1108/IJLLS-02-2017-0008

Wood, K. (2018a) The many faces of lesson study and learning study. *International Journal for Lesson and Learning Studies* 7, 2-7. https://doi.org/10.1108/IJLLS-10-2017-0047

Wood, K. (2018b) On the theorization of lesson study and learning study. *International Journal for Lesson and Learning Studies*, 7, 166–171. https://doi.org/10.1108/IJLLS-05-2018-0033

Wood, K. (2019) Preface: Studies on key aspects of Lesson Study. In Huang, R., Takahashi, A., & Ponte, J. P. (Eds.) *Theory and Practice of Lesson Study in Mathematics: An International Perspective*, *597-*603. Springer, New York.

Wood, K. (2020) The path of teachers' learning through lesson and learning studies. *International Journal for Lesson and Learning Studies* 9, 2, 93-99. https://doi.org/10.1108/IJLLS-12-2019-0083

Wood, K. (2021) On the development of pedagogical content knowledge through lesson Study. *International Journal for Lesson and Learning Studies* 10, 4, 393-398. https://doi.org/10.1108/IJLLS-10-2021-0091

Wood, K. & Sithamparam, S. (Eds.), *Realising Learning: Teachers Professional Development Through Lesson and Learning Study*. Taylor & Francis, London, UK. https://www.taylorfrancis.com/books/edit/10.4324/9781315814216/realising-learning-keith-wood-saratha-sithamparam Wood, P. & Cajkler, W. (2018) Lesson study: A collaborative approach to scholarship for teaching and learning in higher education, *Journal of Further and Higher Education* 42:3, 313-326, DOI: 10.1080/0309877X.2016.1261093

Xu, H., & Pedder, D. (2014) Lesson Study: An international review of the research. In Dudley. P. (Ed.), *Lesson Study: Professional Learning for Our Time*, pp. 29-58. Routledge, London, https://doi.org/10.4324/9780203795538

Yalçın Arslan, F. (2019) The role of lesson study in teacher learning and professional development of EFL teachers in Turkey: A case study. *TESOL Journal* 10, 2, 1-13. https://doi.org/10.1002/tesj.409

Yang, Y. & Ricks, T.E. (2012) How crucial incidents analysis support Chinese lesson Study. *International Journal for Lesson and Learning Studies* 1,1, 41-48. https://doi.org/10.1108/20468251211179696

Yarema, C.H. (2010) Mathematics teachers' views of accountability testing revealed through lesson study. *Mathematics Teacher Education and Development* 12, 1, 3–18
Yasuhiko, T. (2009) Curriculum research and lesson study. In National Association for the Study of Educational Methods (Ed.), *Lesson Study in Japan* (Vol. 2, pp. 11–20). Gakubu
Yeap, B., Foo, P., & Soh, P. (2015) Enhancing Mathematics teachers' professional development through Lesson Study in Singapore. In Inprasitha, M., Isoda, M., Wang-Iverson, P. &

Yeap, B. H. (Eds.), *Lesson Study: Challenges in Mathematics Education*, 153-168. World Scientific, Singapore. https://doi.org/10.1142/9789812835420_0010

Yeşilçınar, S. & Ahmet Aykan, A. (2022) Lesson study and 21st-century skills: Pre-service teachers reason, produce and share. *Participatory Educational Research (PER)* 9, 3, 315-329, May. https://dergipark.org.tr/en/download/article-file/1785244

Yildiz, A. & Baltaci, S. (2017) Reflections from the lesson study for the development of Techno-Pedagogical competencies in teaching fractal Geometry. *European Journal of Educational Research* 6,1, 41-50. https://files.eric.ed.gov/fulltext/EJ1133809.pdf

Ylonen, A. & Norwich, B. (2012) Using lesson study to develop teaching approaches for secondary school pupils with moderate learning difficulties: teachers' concepts, attitudes, and pedagogic strategies. - European Journal of Special Needs 27,3,210-219. https://eric.ed.gov/?id=EJ974912

Ylonen, A. & Norwich, B. (2013) The lesson study process: How it works and what it offers. Lessons from a development and research project in England. *International Journal of Lesson and Learning Study 2*, 137-154. https://doi.org/10.1108/20468251311323388

Ylonen, A. & Norwich, B. (2015) How Lesson Study helps teachers of pupils with specific needs or difficulties. In Dudley, P. (Ed.), *Lesson Study: Professional Learning of Our Time*, 86-106. Routledge, London.

Yoshida, M. (2005). Using Lesson Study to develop effective blackboard practice. In Wang-Iverson, P.& Yoshida, M. (Eds.), Building Our Understanding of Lesson Study, 93-100. Research for Better Schools, Philadelphia.

Yoshida, M. (2012) Mathematics lesson study in the United States: Current status and ideas for conducting high quality and effective lesson study. *International Journal for Lesson and Learning Studies* 1, 2, 140-152. https://doi.org/10.1108/20468251211224181

Yoshida, M. & Jackson, W. C. (2011) Ideas for developing Mathematical pedagogical content Knowledge through lesson study. In Hart, L.C., Alston, A. S. & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education* 279–288. Springer. https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distributionin-a-Community-of-Practice.pdf

Yoshida, M. & Jackson, W. C. (2011) Response to part V: Ideas for developing mathematical pedagogical content knowledge through lesson study. In Hart, L.C., Alston, A.S. & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education* (pp. 279–288). Springer. https://www.researchgate.net/profile/Dolores-

Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Commun ity_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distribution-in-a-Community-of-Practice.pdf

Yoshida, N., Matsuda, M. & Miyamoto, Y. (2021) Intercultural collaborative lesson study between Japan and Germany. *International Journal for Lesson and Learning Studies* 10, 3, 245-259. https://doi.org/10.1108/IJLLS-07-2020-0045

Yoshida, N., Matsuda, M. & Miyamoto Y. (2021) The landscape of Lesson Study: A methodology for teachers' professional development and educational research. In Kim, J., Yoshida, N., Iwata, S. & Kawaguchi, H. (Eds.), *Lesson Study-based Teacher Education: The Potential of the Japanese Approach in Global Settings, 29-50.* Routledge, London.

Yoshida, N., Sugita, , H., Kumai, S. & Fukuda, A. (2021) Lesson Study with multiple stakeholders: community-based Lesson Study. In Kim, J., Yoshida, N., Iwata, S. & Kawaguchi, H. (Eds.), *Lesson Study-based Teacher Education: The Potential of the Japanese Approach in Global Settings, 183-198.* Routledge, London.

Yu, P.W.D. (2011) Lesson study as a framework for oreservice teachers early field-based experience. In Hart, L.C., Alston, A. S. & Murata, A. (Eds.), *Lesson Study Research and Practice in Mathematics Education*, 117-126. Springer.

https://www.researchgate.net/profile/Dolores-

 $\label{eq:correction} Corcoran/publication/227201798_Learning_from_Lesson_Study_Power_Distribution_in_a_Community_of_Practice/links/555f707308ae6f4dcc926efa/Learning-from-Lesson-Study-Power-Distribution-in-a-Community-of-Practice.pdf$

Yuen Law, H. (2013) Reinventing teaching in mathematics classrooms: Lesson study after a pragmatic perspective. *International Journal for Lesson and Learning Studies* 2, 2, 101-114. https://doi.org/10.1108/20468251311323360

Yufu, S. (2007) Lesson study that connects teachers: Where can I start? Lesson study taking "substance" and not "form." *Benesse Opinion*, July.

Yuk Ko, P. (2014) Learning Study – the dual process of developing theory and Practice. *International Journal for Lesson and Learning Studies* 3, 3, 272-289. https://doi.org/10.1108/JJLLS-07-2014-0019

Yuniar, D., Hobri, Prihandoko, A. C. Aini, K. & Faozi, A. K. A. (2020) The analyze of students' creative thinking skills on Lesson Study for Learning Community (LSLC) based on Science, Technology, Engineering, and Mathematics (STEM) approach. *Journal of Physics: Conference Series* 1538 012072 DOI 10.1088/1742-6596/1538/1/012072 https://iopscience.iop.org/article/10.1088/1742-6596/1538/1/012072

Zhang, C. (2020) Chinese model and experience of Lesson Study. *International Journal of Curriculum Development and Practice 22,2, 21-31*. https://doi.org/10.18993/jcrdaen.22.2_21

Zhang, Y. (2015) Sustaining Lesson Study in schools with positive peer leadership: A case study in Hong Kong. *International Journal for Lesson and Learning Studies* 4, 2, 140-154. https://doi.org/10.1108/IJLLS-07-2014-0018

Zhang, Y. & Luo, S. (2022) Connecting EFL curriculum reforms with teacher and student learning: insights from two lesson studies. *International Journal for Lesson and Learning Studies* 11, 4, 318-330. https://doi.org/10.1108/IJLLS-06-2022-0073

Zhang, Z (2023) Will Lesson Study Work Culturally in terms of Pedagogy in China? *BCP Business & Management* 41, 101-108. *https://www.researchgate.net/publication/369396470_Will_Lesson_Study_Work_Culturally_in_terms* _of_Pedagogy_in_China

Zhao, W., Huang, R., Cao, Y., Ning, R. & Zhang, X. (2022) A teacher's learning of transforming curriculum reform ideas into classroom practices in lesson study in China", *International Journal for Lesson and Learning Studies*11, 2, 133-146.

Zukmadini, A. Y. & Rochman, S. (2019) Lesson study at Bengkulu Iqro IT High School to improve learning outcomes and the role of teachers in supporting Biology learning. Journal of Physics: Conference Series, Volume 1731, Mathematics and Science Education International Seminar (MASEIS) 2019 5 October 2019, Bengkulu, Indonesia. https://iopscience.iop.org/article/10.1088/1742-6596/1731/1/012012/pdf DOI 10.1088/1742-6596/1731/1/012012

A FEW ORGANISATIONS / ASSOCIATIONS FOR LESSON STUDY World Association of Lesson Studies https://www.walsnet.org/

JAPAN

International Math-teacher Professionalization Using Lesson Study (IMPULS) Tokyo Gakugei Univ. Explayground Insitute <u>http://www.impuls-tgu.org/en/</u>

<u>Improvement of Quality of Education through</u> *Lesson Study* https://www.jica.go.jp/Resource/english/our_work/types_of_assistance/t

MALTA

Collaborative Lesson Study (<u>CleStuM</u>) at University of Malta https://www.clestum.eu/ NETHERLAND Lesson Study NL https://lessonstudynl.nl/lessonstudynl/

SWITZERLAND

The Lausanne Lesson Study Laboratory (3LS), Switzerland

https://www.hepl.ch/accueil/formation/unites-enseignement-et-recherche/enseignement-apprentissage-eval/laboratoire-lausannois-lesson-st.html

UNITED KINGDOM Lesson Study, UK

https://lessonstudy.co.uk/

UNITED STATES

American Federation of Teachers: Lesson Study Groups https://www.aft.org/education/well-prepared-and-supported-school-staff/examples-field

Lesson Study Group at Mills College, US

https://lessonresearch.net/

Lesson Study Alliance https://www.lsalliance.org/

INDEX OF A FEW COUNTRY BASED STUDIES (Arranged Year wise) JAPAN

Chokshi, S. & Fernandez, C. (2004) Makinae, N. (2010), Asanuma, S. (2012) Chichibu, T. & Kihara, T. (2013) Chichibu, T. (2014) Ermeling, B. & Graff-Ermeling, G. (2014) Mustadi, A. (2014) Akita, K. & Sakamoto, A. (2015) Chichibu, T. (2016) British Council (2022)

AUSTRALIA

Groves, S., Fujii, T., Widjaja, W., Hino, K., Matsuda, N., & Ames, F. (2023)

BRAZIL

de Macedo, A. D. R., Baltar Bellemain, P.M. & Winsløw, C. (2020)

BRUNEI DARUESALAM

Leonga, S.S.M., Saidb, H.M., Shahrillb, M., & Pererab, JSHQ (2016)

BURKINA FASO

Japan International Cooperation Agency (JICA) (2023)

CAMBODIA

Kim, V., Douch, M., Thy, S., Yuenyong C. & Thinwiangthong, S. (2019)

CANADA

Chassels, C. & Melville, W. (2009)

CHINA

Huang, R. & Li, Y. (2009) Chen, X., & Yang, F. (2013) Huang, X., Huang, R., Huang, Y., Chenqi Wu, C. & Wanner, C. A. (2019) British Council (2022) Chen, X., Ou, Q., An, C. & Zhang, D. (2022)

ERITREA Abdella, A., Reddy, C. & Carl, A. (2018)

FINLAND

Jiang, H., Layne, H., & Kallumka, R. G. (2023)

FRANCE Clivaz, S. (2015)

GERMANY

Hallitzky, M., Herfter, C., Kinoshita, E. Leicht, J., Mbaye, M. & Spendrin, K. (2021)

HONG KONG

Lee, J. F. K. (2008) Zhang, Y. (2015)

INDONESIA

Saito, E., Harun, I., Kuboki, I. & Tachibana, H. (2006) Marsigit (2007). Saito, E., Hawe, P., Hadiprawiroc, S. & Empedhe, S. (2008) Mustadi, A. (2014) Saito, E. & Hang, K.T.D. (2020)

IRELAND

Brosnan, A. (2014) Mustadi, A. (2014) Shúilleabháin, A. N. (2015)

ITALY

Bartolini Bussi, M.G., Bertolini, C., Ramploud, A. & Sun, X. (2017) Capone, R., Adesso, M. G., & Fiore, O. (2022a)

KAZAKHSTAN

Chichibu, T. (2014) Khokhotva, O. (2018) *MALTA* Azzopardi, J. (2017) Azzopardi, A. & Haber, J. (2017) Mizzi, C. K. G. & Buhaiar, M. (2017)

MALAWI

Fauskanger, J., Jakobsen, A. & Kazima, M. (2019) Fauskanger, J., Helgevold, N., Kazima, M. & Jakobsen, A. (2022

NETHERLANDS

Verhoef, N.C., Tall, D., Coenders, F. & van Smaalen, D. (2013) Verhoef, N.C., van Smaalen, D. & Coenders, F. (2013) Bosma, T. & Goei, S.L. (2021) Kaskens, J. & Goei, S. L. (2021)

NORWAY

Helgevold, N. & Murata, A. (2019) Smith, K. (2021)

PERU

Saito, K. & Shiraishi, T. (2021) Shiraishi, T., Saito, K., Kuga, A. & Yamahira, Y. (2022)

PHILIPPINES

Ebaeguin, M. & Stephens, M. (2014) Ebaeguin, M. (2018)

SINGAPORE

Lawrence, C. A. & Chong, W.H. (2010) Lim, C., Lee, C., Saito, E. & Haron, S.S. (2011) Cheng, L. P. & Yee, L. P. (2012) Fang, Y., Lee, C.K.E. & Yang, Y. (2012) Lee, C. K. (2016). Jiang, H., Layne, H., & Kallumka, R. G. (2023)

SOUTH KOREA British Council (2022 *SPAIN* Mayorga Fernández, M.J., Peña Trapero, N. & De La Rosa Moreno, L. (2021)

SWITZERLAND

Presutti, S. (2022)

THAILAND

Inprasitha, M. (2010) Adulyasas, L. & Abdul Rahman, S. (2014) Inprasitha, M. (2015a). Inprasitha, M. (2015b) Inprasitha, M. (2015c) Inprasitha, M. (2015d) Inprasitha, M. (2015e) Inprasitha, M. (2017) Inprasitha, M. (2022)

TURKEY

Eraslan, A. (2008) Yalçın Arslan, F. (2019)

UGANDA

Saito, K. & Shiraishi, T. (2021)

UNITED KINGDOM

Dudley, P. (2007) Dudley, P. (2008) Department for Children, Schools and Families (DCSF) (2009) Department for Children, Schools and Families (DCSF) (2011) Dudley, P. (2011a) Dudley, P. (2011b) Dudley, P. (2012) Chichibu, T. (2014) Baldry, F. & Foster, C. (2019) Education and Training Foundation CfEM (2023a) Education and Training Foundation CfEM (2023b) Education and Training Foundation CfEM (2023c)

UNITED STATES

Lewis, C. (2002) Lewis, C. (2002) Fernandez, C. & Chokshi, S. (2002) Fernandez, C., Cannon, J., & Chokshi, S. (2003) American Federation of Teachers (2004) Gero, G. (2015) Harris, L. M., Halvorsen, A., Doornbos, L.& Missias, M. T. (2021) Helgevold, N. & Murata, A. (2019) Kitada, Y. (2022)

VIETNAM

Kieu, N. T. (2018)

ZAMBIA

Banda, B., Mudenda, V., Tindi, E. & Nakai, K. (2010)
Chavula, J. (2016)
Jung, H., Kwauk, C., Nuran, A., Robinson, J.P., Schouten, M. & Tanjeb, S.T. (2016)
Kashoti, O., Changala, M & Sakala, M. M. (2018)
Stutchbury, K., Gallastegi, L. & Woodward, C. (2021)

INITIAL TEACHER EDUCATION PROGRAMME

Cohan, A. & Honigsfeld, A. (2007 Chassels, C. & Melville, W. (2009) Cajkler, W., Wood, P., Norton J. & Pedder, D. (2013) Cajkler, W. & Wood, P. (2015 Chichibu, T. (2016) Lamb, P. & Aldous, D. (2016)
Lamb, P. & Ko, P.Y. (2016)
Monnier, M. D. (2016)
da Ponte, J. P. (2017)
Angelini, M.L. & Álvarez, N. (2018)
Larssen, D. L. S., Cajkler, W., Mosvold, R., Bjuland, R., Helgevold, N., Fauskanger, J., & Norton, J. (2018)
Cajkler, W. & Wood, P. (2019)
Conceição, T., Baptista, M. & da Ponte, J.P. (2019)

HIGHER EDUCATION

Cerbin, B. (2011) Dotger, S. (2011) Kamen, M., Junk, D.L., Marble, S., Cooper, S., Eddy, C.M., Wilkerson, T.L. & Sawyer, C. (2011) Demir, K., Sutton-Brown, C. & Czerniak, C. (2012) Chenault, K (2017 Calvo, A., Braga Blanco, G.M. & Fueyo, A. (2018) Helgevold, N. & Murata, A. (2019) Collet, V.S. & Peñaflorida, J. (2021) Hervas, G. & Medina, J.L. (2022)

MICROTEACHING

Fernández, M. L. (2005) Fernández, M.L. (2010) Fernández, M. L., & Robinson, M. (2006)

ONLINE / DISTANCE MODE