

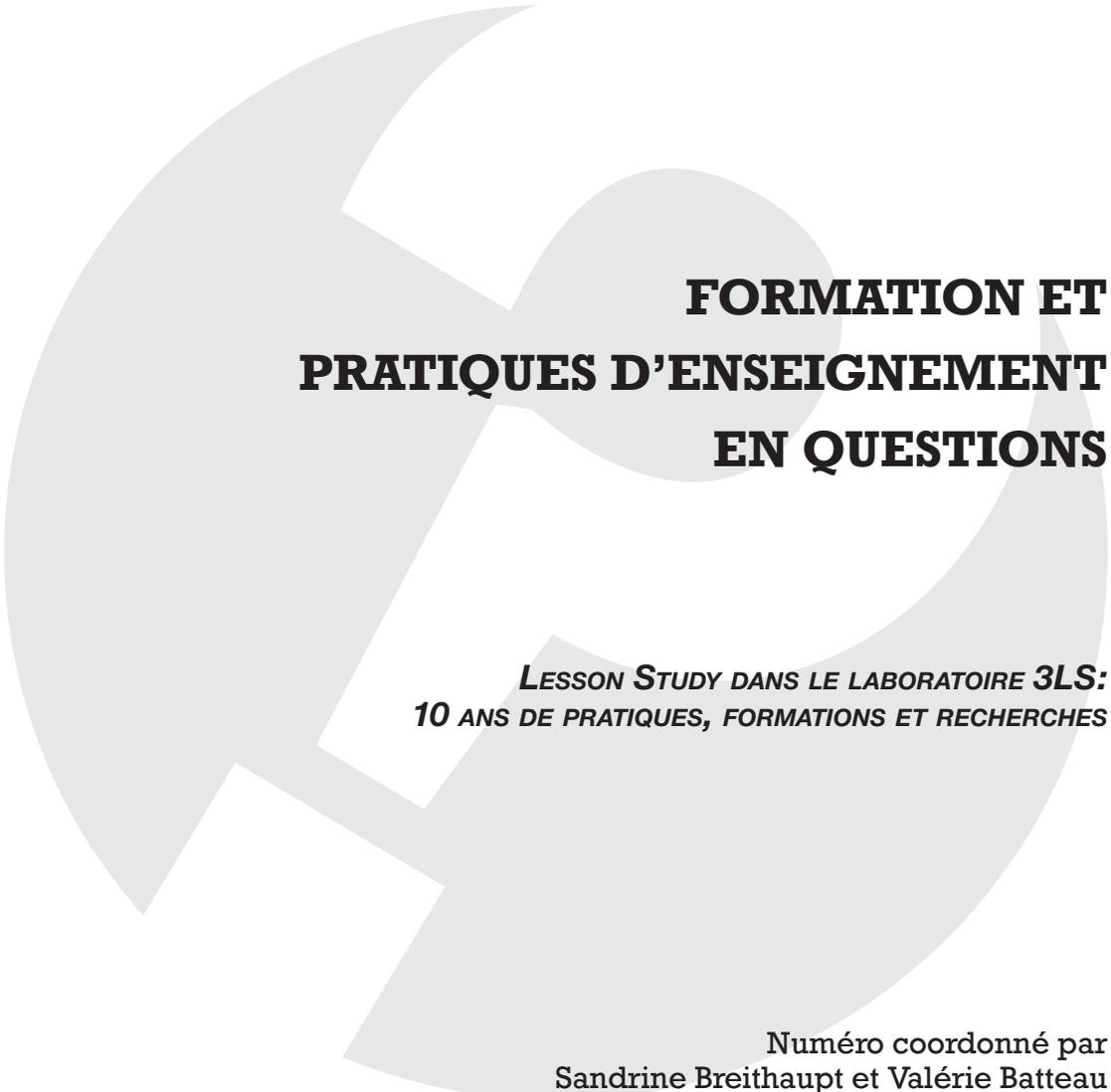


Lesson Study dans le laboratoire 3LS

10 ans de pratiques,
formations et recherches

Sandrine Breithaupt
et Valérie Batteau

Hors-série N°5



**FORMATION ET
PRATIQUES D'ENSEIGNEMENT
EN QUESTIONS**

***LESSON STUDY DANS LE LABORATOIRE 3LS:
10 ANS DE PRATIQUES, FORMATIONS ET RECHERCHES***

Numéro coordonné par
Sandrine Breithaupt et Valérie Batteau

Hors série No 5, 2025

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ISSN 1660-9603

Rédacteur responsable : Pierre-François Coen
Conception graphique : Jean-Bernard Barras
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Testimonial. Reflections: The Journey of Lausanne Laboratory Lesson Study

Christine LEE¹ (National Institute of Education, Nanyang Technological University, Singapour)

*Coming together is a beginning;
Keeping it together is progress;
Working together is success.*

(Henry Ford)

This issue marks a significant milestone in the 10-year journey of Lausanne Lesson Study Laboratory (3LS) at the University of teacher education, State of Vaud, Switzerland. It showcases the successful “coming together” among 3LS Lab members, who hail from diverse backgrounds and experiences in teacher education, encompassing both general and subject-specific didactics. Their collective efforts transcend a range of subjects, including mathematics, art and technical disciplines, and history, and span various educational settings, from early childhood education to tertiary education. These efforts encompass initial teacher training, in-service teacher training, and the training of teacher educators and mentors. They “came together” at the beginning, driven by a shared passion for enhancing student learning in schools and universities and fostering collaboration in professional learning teams. They recognized the potential of Lesson Study as a powerful form of teacher professional learning platform and student learning development and established collaborative partnerships within the university across departments and between the university and the schools.

I had the privilege of being a link in the development of the 3LS Lab by opening the door to the Lesson Study work in Singapore in 2012 to two faculty from University of teacher education, Raphaël Pasquini et Stephane Clivaz, when they visited me at the National Institute of Education (NIE), Nanyang Technological University (NTU), Singapore. I was hosting Professor Akihiko Takahashi, a renowned Math Lesson Study expert on sabbatical at NIE. During their visit, they attended Lesson Study workshops for Singapore teachers, visited schools, observed open research lessons, and participated in public post-lesson discussions, as well as connected with other NIE faculty members. The visit led to a collaborative project between the Math departments at the University of Teacher Education and NIE, involving the exchange of math student teachers, as well as my subsequent visit to Lausanne to share

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my experience of pioneering Lesson Study in Singapore. This connection was further solidified with the establishment of 3LS in 2014, led by Stephane Clivaz, and my membership in the international scientific committee.

The 3 LS team had “kept together” over the years showcasing significant progress by presenting their research at conferences beyond the annual World Association Lesson Study conferences and publishing their findings in books and journals in both French and English. In their work, they were acutely aware of the need to adapt Japanese Lesson Study to the Swiss educational context and were attentive to the needs and concerns of the teachers with whom they collaborated. They also recognized that meaningful, lasting change in schools and classrooms necessitates sustained collaboration with teachers over several years. This endeavor required a considerable investment of time and energy. Furthermore, they acknowledged the need for training not only their teachers but also other teacher educators, cognizant that growth and sustainability depend on training facilitators beyond the 3LS team members. They made further advancements by mentoring doctoral theses, thus augmenting the body of knowledge and understanding about Lesson Study. Their influence permeated beyond Switzerland’s borders, disseminating Lesson Study to other European countries, primarily through collaborative undertakings with France and Italy.

The onset of Covid pandemic from 2019 to 2022 did not deter the 3LS team’s progress. While it has dampened the work of 3LS with reduced activities, it has led to some experimentation with online Lesson Study. This book symbolizes the 3LS team’s new beginnings in the post-Covid era. It meticulously documents their accomplishments and future plans as a “shareable artefact” of their Lesson Study work. This initiative allows the team to recharge, reassess, and reshape their Lesson Study work and research for the next decade. I congratulate the team on the publication of this scientific issue. It is a privilege to be part of the process.

Thank you

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