

Lesson Study as a Paradidactic Infrastructure for Development of Mathematics Teacher Knowledge

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Abstract. Lesson Study is a format for teachers work outside the classroom which originated in Japan, in which a group of teachers, often guided by a university researcher, designs and experiments a “research lesson” in view of gaining knowledge about the teaching of a specific mathematical subject, as well as on more general aspects of teaching. It has since been transposed to other countries. In my talk, after a general introduction to the nature and characteristics of this format, I will report on results from research on cases from Japan, Denmark and Brazil, drawing on joint works with T. Miyakawa, J. Bahn, P. Baltar and A. Dias, respectively.