

<<教学研究>>

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前言

Many Japanese educational practices have been examined by western educators for possible application in the United States and other nations in the world ; some , such as cleaning classrooms , longer schools years and serving lunches to younger peers , are actually quite trivial . However , the on-going professional development of teachers is a very important area which has real meaning . Jugyou kenkyuu is one area that we believe has been overlooked and yet has the potential to make a significant impact upon teaching and learning . Jugyou kenkyuu is a collaborative research on the teaching and learning process . The Nagoya University group translates jugyou kenkyuu as collaborative research on classroom activities . American and British scholars use the term, lesson study ” . Recently a number of American researchers and educators have suggested that jugyou kenkyuu might be a very beneficial approach for teachers who are interested in critically examining their classroom practice . In addition , since 2000 the Learning Study Center at the Hong Kong Institute of Education has been examining jugyou kenkyuu as a powerful tool for teachers ’ professional development . Jugyou kenkyuu created widespread interest in the late 1 990s with the publication of Stigler and Hiebert ’ S The Teaching Gap.

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内容概要

Jugyou kenkyuu is one area that we believe has been overlooked and yet has the potential to make a significant impact upon teaching and learning . Jugyou kenkyuu is a collaborative research on the teaching and learning process . The Nagoya University group translates jugyou kenkyuu as collaborative research on classroom activities . American and British scholars use the term, lesson study ” . Recently a number of American researchers and educators have suggested that jugyou kenkyuu might be a very beneficial approach for teachers who are interested in critically examining their classroom practice . In addition , since 2000 the Learning Study Center at the Hong Kong Institute of Education has been examining jugyou kenkyuu as a powerful tool for teachers ’ professional development .

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章节摘录

Implementation Research From our point of view we need more action based research . This means research projects that consciously intervene in the development process and gain knowledge from the participants observations and the reflection of these processes . Purely theoretical or only descriptive work and experiments under laboratory conditions may lead to a well-founded basic knowledge ; however this only rarely includes the investigation of implementation conditions . The implementation of reform thoughts and models is necessary for the improvement of in-service training and the whole school practice . It does not seem possible to implement lesson-study conceptions on a broad and lasting level unless their introduction is professionally organised and accompanied by research . A great chance of these conceptions , however , lies in the fact that they Can be initiated during the first stage of teacher training by making the observation and analysis of lessons a central principle of school-practical periods and by thus cultivating an “ attitude of research ” among prospective teachers (see Crawford in this volume) . This might be done in close cooperation with the training teachers at schools and , thus , might at the same time open a door towards the teaching staff at schools . Activity research needs exchange and the view from outside . International research communities like jugyou kenkyuu help to discover and understand national "teaching and learning cultures" and thus give incentives for change .

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