

## Analysis of Elementary Teachers' Lived Experiences of Lesson Study and Presenting a Conceptual Model

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### Abstract

The purpose of this study was to understand the lived experiences of teachers in relation to Lesson Study. This qualitative research was performed using phenomenological method. The method of data collection was semi-structured interviews. For this purpose, data were collected by interviewing 15 teachers who had valuable life experiences related to Lesson Study and were analyzed by thematic analysis. Thematic analysis was done in the following three stages: 1-Basic themes 2-Organizing themes 3-Comprehensive themes The member check method was used to check the reliability. The analysis of the interviews indicates five main themes including individual dimension, organizational dimension, scientific dimension, cultural-social dimension and educational dimension and 35 sub-themes including motivation and spirit, flexibility, innovation, optimistic attitude, learner center, lack Self-aggrandizement, questioning, importance to communication, financial injection, facilities, compassionate evaluation, coherent planning, stakeholder engagement, technical support, spiritual support, avoidance of linear view, formation of academic group, inter-school networking, formation Learning communities, research-oriented, school-university relationship, exploratory stimulation, teacher involvement, student involvement, parent involvement, team spirit development, esoteric belief in lesson study, tangible results in the community, fostering a sense of belonging and cooperation, up-to-date content, Indigenous content, modern teaching methods, use of modern assessment methods, formation of local learning networks and local teams. According to the above results, it can be said that without considering the existing issues, the implementation of lesson study will not be effective enough.

**Key Words:** Lesson Study, teachers' lived experiences, elementary school

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### *Introduction*

Effective teaching in the educational systems of the world is considered by educational planners and policy makers. A rethinking of curricula and teaching methods, as well as changes in teaching approaches around the world, have led teachers to think and reflect on their own teaching practice. On the other hand, the challenges of the educational system include items such as lack of meaningful learning of learners, fear of learning, fear of reform, lack of teacher proficiency in teaching and lack of interest of all educational agents in changing the teaching-learning system. At the beginning of the 21st century, everyone's attention is increasingly focused on educational systems; the focus of educational systems has also been on improving school learning. Recent approaches in the educational system in order to improve learning, indicate participatory learning in the classroom and training students as a researcher generation, and because the teacher is the main agent of education in the classroom, if he or she is not properly trained and is not a researcher how can he or she educate a generation of researchers? (Khakbaz, Fadaei and Moosapour, 2015). The teacher is emphasized

because he or she is the main agent of education and the transcendent goals of education systems in various dimensions must ultimately be achieved through teacher. Continuous and face-to-face interaction of the teacher with the students puts him in a privileged and unique position that no other employee in the educational system has (Mehr Mohammadi, 2013). Therefore, the professional development of teachers as the most important human resources in the educational system is of great importance (Hadfield & Jopling, 2016).

Lieberman (1992) considers the participation of teachers in in-practice research and rethinking based on the experiences of colleagues in multilateral and professional dialogue as a prerequisite for effective professional development of teachers. He suggests the title teacher-researcher for this process. According to him, in this process, teachers are able to think more deeply about each other's individual and group educational experiences and promote learning to live better through interaction with each other (Sarkararani, 1999). Participation and cooperation have been considered as a key factor in the

professional development of teachers. The process that implements this partnership with a focus on specific goals is called lesson study (Ngang and Sam, 2015; Kanauan & Inprasitha, 2014). Lesson research is an approach for developing teachers' professional knowledge (Wolthuis et al., 2020). In this approach, teachers reach a preliminary plan for teaching by participating in small groups and participating in brainstorming sessions about the goals and content of the lessons (Schipper et al., 2020), then by observing the implementation of the plan. And its critique provides an opportunity for their professional growth. Through lesson study, teachers learn how to learn from each other and share in each other's educational and educational experiences (Lee and Tan, 2020). Lesson study is a research discourse in which teachers research in groups on curriculum topics. In fact, in this advanced model, teachers and professionals work together (Suzuki, 2012). The team of teachers focuses all their efforts on educating students in the classroom to grow and refine the lesson being studied. The teacher communicates with research through lesson study and action research to base teaching on thought and action (Schipper, Goei, Vries & Veen, 2018). In this approach, using qualitative research methods, teachers try to gather in the process of asking questions, planning, acting, active observation, feedback, rethinking, and learning, and encouraging them to exchange ideas, experience, practice, and learn from each other.

The study approach has a great impact on the professional development of teachers, improving the quality of teaching, continuing change to improve the school, improving student learning and attracting the active participation of teachers and effective school management to rebuild it as a learning organization (Sarkararani, 2013).

In recent decades, almost all experts and specialists in education emphasize the role and importance of the teacher training curriculum and consider its reform as one of the priorities of any educational system (Farzanpour, Nateghi, Seifi, 2017). The lesson study course that was presented for the first time in Farhangian University in the 2015-2016 academic year; It is one of the specialized and mandatory courses of this university. The purpose of this course is to develop teachers' educational knowledge and increase their power and competence to face the issues facing teaching-learning. Lesson study is an approach to professional development in which teachers work together to develop a lesson study plan, implement it and validate it (Rahimi, 2017). This approach can provide tremendous capacity to achieve the goals of the school as a learning organization and a platform for professional discussions about education, teaching and teaching-learning processes in the school (Fuji, 2013). The experience of other countries, including Japan, Canada, Hong Kong, South Korea and Australia, in the field of research lessons also shows that the classroom is the first

and most essential component for improving the education process and teachers, in cooperation with each other and relevant professionals are the best performers of this process (Lewis & Hurd, 2009). This important issue is addressed in a plan titled lesson study, and school learning has made significant progress in countries as a result of its implementation; in a way that in international evaluations, they are at the top of the ranking among other countries (Godali, 2016). Therefore, because such research that deals with the main process of education in our society has not been considered, it is very important to pay attention to it. But the more important aspect is that teachers sometimes face administrative problems and obstacles in implementing and using the lesson study. Identifying these obstacles and problems is only possible through their own experiences. These problems include time constraints and non-cooperation of schools and differences at the school level, differences in the speed and amount of learning of students in different schools, differences in the level of knowledge requested by the learner and therefore require different solutions (Khakbaz, Fadai and Musapur, 2008). In any case, apart from the challenges of studying, it can be said that lesson study plays an essential role in developing the professional development of teachers in school (Ngang and Sam, 2015). Lesson study leads to extensive changes in teachers and provides quality to the teaching-learning process, so understanding

its various dimensions is important, so the main question of the present study is that according to lived experiences of teachers, what are the different dimensions of teaching study and what model can be presented in this regard?

#### Methodology

The present research has been done in a qualitative and phenomenological (descriptive) way. The purpose of phenomenological research is to describe life experiences as they are in life. The study participants included all educators and who were involved in the lesson study. The number of research samples was 15 educators were interviewed every 15 cases. Research participants were selected using criterion-based method and chain based sampling. The number of samples was determined based on the researcher's information saturation; That is, the number of interviews went so far that the researcher's information in the field of research was saturated and then no other information was added. For the validity of the research, the interview questions were modified and approved by 4 professors in the relevant field after they were designed. To record the interviews, all conversations were recorded audio. The recorded interviews were then carefully listened to by the researcher himself and written word by word. After the recorded interview was recorded in writing, the "members' check" method was used to confirm the validity of the interviews. Thus, the written text of the interview was sent again to the participants to confirm the accuracy

of the content and to correct the content if necessary. Data analysis was performed by thematic analysis. In this way, after studying the written text of the interviews and constantly comparing the concepts and phrases in them, semantic codes were selected. The selected codes were then classified around the three axes of basic themes, organizing themes and comprehensive themes. To validate the research, Lincoln and Guba's evaluative criteria were used. Two methods were used for the reliability criterion. The first method was review by participants. In this method, after each interview and writing the text, the interviewee is contacted by email and in addition to the text of the interview, the researcher is provided with the initial analysis to ensure their accuracy by the interviewer. Also in the second method, which was described by peers, two university professors who used this method were contacted via email; In such a

way that parts of the written text of the interviews were given to them and they were asked to codify those parts. In fact, the aim was to obtain knowledge of the accuracy of the interviewer's coding process as well as the lack of bias in the initial analysis. In relation to transferability criteria, purposeful sampling method was used and as mentioned, based on the chain sampling method, first a person who was familiar with the phenomenon of lesson study training was interviewed and then through him with other Interviewees were contacted and interviews continued.

### Findings

In the present study, after conducting a total of 15 interviews with teachers studying the interviews several times, five main themes and 35 sub-themes were identified in the following table.

| Organizing themes        | Basic themes                        | Number |
|--------------------------|-------------------------------------|--------|
| Personal dimension       | Motivation and spirit               | 1      |
|                          | Flexibility                         | 2      |
|                          | Innovation                          | 3      |
|                          | Optimistic attitude                 | 4      |
|                          | Student-centered                    | 5      |
|                          | Lack of self-superiority            | 6      |
|                          | Questioning                         | 7      |
|                          | The importance of communication     | 8      |
| Organizational dimension | Financing                           | 9      |
|                          | Provide facilities                  | 10     |
|                          | Compassionate evaluation            | 11     |
|                          | Coherent planning                   | 12     |
|                          | Stakeholder involvement             | 13     |
|                          | Technical support                   | 14     |
|                          | Spiritual support                   | 15     |
| Scientific dimension     | Avoid linear vision                 | 16     |
|                          | Establishment of scientific centers | 17     |
|                          | Networking between schools          | 18     |

|                                       |  |    |
|---------------------------------------|--|----|
|                                       | Forming learning communities                   | 19 |
|                                       | Research-centric                               | 20 |
|                                       | The relationship between school and university | 21 |
|                                       | Stimulating the spirit of exploration          | 22 |
| Socio-cultural dimension              | Parental Involvement                           | 23 |
|                                       | Teachers Involvement                           | 24 |
|                                       | Students Involvement                           | 25 |
|                                       | Develop a team work spirit                     | 26 |
|                                       | True belief in lesson study                    | 27 |
|                                       | Tangibility of results in society              | 28 |
|                                       | Develop a sense of belonging and cooperation   | 29 |
| Educational and pedagogical dimension | Updated content                                | 30 |
|                                       | Native content                                 | 31 |
|                                       | New teaching methods                           | 32 |
|                                       | Use of new evaluation methods                  | 33 |
|                                       | Formation of local learning networks           | 34 |
|                                       | Local teams of collaboration                   | 35 |

**Personal dimension**

One of the most important aspects of lesson study is the personal dimension which refers to a personal characteristics and has no relation with the environment and surrounding issues. The

personal dimension includes a wide range of characteristics that fall within the realm of knowledge, attitudes, and values. The personal dimension mentioned by the participants in the present study can be categorized as follows.

**Table 2. Personal dimension of lesson study**

|                    |                                 |   |
|--------------------|---------------------------------|---|
| Personal dimension | Motivation and spirit           | 1 |
|                    | Flexibility                     | 2 |
|                    | Innovation                      | 3 |
|                    | Optimistic attitude             | 4 |
|                    | Student-centered                | 5 |
|                    | Lack of self-superiority        | 6 |
|                    | Questioning                     | 7 |
|                    | The importance of communication | 8 |

**Motivation and spirit**

Adequate motivation on the part of teachers to participate in the lesson study, which is an essential element of this method, was one of the issues mentioned by many participants in the present study. For example, a participant in this regard states that:

You see, practicing a method like lesson study and participating in it requires motivation, and teachers need to have a high morale in this area (Participant No 10).

**Flexibility**

Flexibility and the ability to respond flexibly was another



individual issue mentioned in the present study. One of the participant's states that:

The basic principle in the implementation of the lesson study is to show flexibility on the part of teachers, the teacher must willingly accept this method in order to be able to implement it effectively (Participant No. 4).

### **Innovation**

Having innovative thinking is another important component in lesson study. One of the participants in this regard states that:

With the old thinking, it is not possible to implement a method such as lesson study. The teacher must come up with a new plan (Participant No. 12).

### **Optimistic attitude**

The important thing in conducting a lesson study is not just having strong knowledge in this field. Teachers should be able to create a favorable attitude towards this method in themselves and even others. One of the participants in this regard states that:

Each teacher's attitude determines the extent to which he or she contributes to the compassionate performance of the lesson study (Participant No. 2).

### **Student-centered**

Basically, the student is the basic element of any kind of education, and this is also true in the case of lesson study. One of the participants in this regard states that:

The heart of the lesson study is the student. If we cannot incorporate this element well, the

whole program will be sterile (Participant No. 14).

### **Lack of self-superiority**

Self-superiority is one of the most important challenges in lesson study. self-superiority is one of the psychological and personal characteristics that in general brings many challenges in a person's life. One of the participant's states that:

You see, the prerequisite for the success of the lesson study is that everyone shares their knowledge and resources with another, so if we want to see ourselves superior, we got rid of the arrow in this way (participant No 9).

### **Questioning**

The searching mind and trying to find answers to various questions during the lesson study was another component that was mentioned by the people present in the research. One of the participants in this regard states that:

Having a spirit of inquiry and curiosity are two keys to success in a lesson study (Participant No 6).

### **The importance of communication**

Trying to communicate with others and create a communication network is another important component of the lesson study. One of the participant's states in this regard:

If I want to briefly introduce a communication model in the lesson study method, I think the best model is the spider web, that is, all the elements from the teacher to the

student, etc. are connected exactly like a spider web (participant No 9).

**Organizational dimension**

The structural and organizational dimension plays a special role in the effective implementation of lesson study, so that many experts in this

field believe that without creating a proper structure, even the best study programs cannot be implemented effectively. Organizational dimension Which was identified in the present study can be presented in the following table:

**Table 3. Organizational dimension of lesson study**

|                          |                          |    |
|--------------------------|--------------------------|----|
| Organizational dimension | Financing                | 9  |
|                          | Provide facilities       | 10 |
|                          | Compassionate evaluation | 11 |
|                          | Coherent planning        | 12 |
|                          | Stakeholder involvement  | 13 |
|                          | Technical support        | 14 |
|                          | Spiritual support        | 15 |
|                          | Avoid linear vision      | 16 |

**Financing**

The injection of appropriate financial resources provides the conditions for the flourishing and effective implementation of the lesson study. Lack of funding fails any program at any level. One of the participants in the present study states that:

Unfortunately, the costs for methods such as lesson study are very small and cannot be a good answer for the effective implementation of this method (Participant No. 11).

**Provide facilities**

Providing facilities in a range of different cases such as physical equipment, a suitable instructor, etc. can have a great impact on the advancement of the lesson study. One of the participants in this regard states that:

If you design the best program for lesson study, when the facilities needed to run these programs are not available, it will not be useful. If

you look at our province, you will see that there are no human resources like in this field and content is very weak (Participant No 10).

**Compassionate evaluation**

Providing constructive and compassionate feedback is another important component in conducting lesson study. One of the participants in this regard states that:

Evaluation is one of the essential and important elements of any program, including lesson study, but unfortunately what we are witnessing is that the evaluations that sometimes take place in this field are more like a wrist rather than a supportive aspect (Participant No 6).

**Coherent planning**

Coordination in different sections and stages of lesson study is an undeniable necessity and this can only be done through coherent



planning. One of the participants in this regard states that:

Coordination between the various elements involved in the lesson study plays a vital role in this method, this can only be achieved through careful planning. If everyone unilaterally moves forward, the result is nothing but confusion in the implementation of the lesson study (participant No 9).

### **Stakeholder Involvement**

Justifying the individuals involved in the lesson study for sincere involvement was another important component in this regard. One of the participant's states in this regard:

The important point is that the stakeholders in the lesson study should be identified and motivated in various ways, including encouragement and justification, to provide the condition for their involvement (Participant No. 1).

### **Technical Support**

The success of the lesson study depends on the provision of comprehensive technical support. One of the participant's states that: Doing lesson study requires smartening the school and providing facilities such as computers and the Internet, etc. If technical support is not provided, it should be said that the lesson study

loses its effectiveness (Participant No. 11).

### **Spiritual Support**

Providing non-financial incentives is another factor that affects the performance of the lesson study. One of the participant's states that: Sometimes, in addition to financial encouragement, it is necessary to provide spiritual encouragement to successful and active teachers in lesson study, for example, to be appreciated in an important congress (Participant No. 3).

### **Avoid linear vision**

A static view of lesson study is a great pest in this new teaching method, so maintaining continuous dynamism is a basic prerequisite in lesson study. One of the participant's states that:

Freedom of action and creativity play a key role in the lesson study. If a manager thinks that the teacher should act exactly like the factory production line and do the lesson study steps in that way, it is very destructive (Participant No. 13).

### *Scientific dimension*

The scientific dimension refers to those components that based on knowledge and research can facilitate the lesson study. These dimensions can be presented in the following table:

**Table 4. Scientific dimension of the lesson study**

|                      |  |    |
|----------------------|--|----|
| Scientific dimension | Establishment of scientific centers            | 17 |
|                      | Networking between schools                     | 18 |
|                      | Forming learning communities                   | 19 |
|                      | Research-centric                               | 20 |
|                      | The relationship between school and university | 21 |
|                      | Stimulating the spirit of exploration          | 22 |

### **Establishment of scientific centers**

Doing lesson study is not possible except by sharing knowledge and scientific cooperation. One of the participant states in this regard:

Accurate and efficient lesson study requires a strong scientific foundation, and this is not possible except by forming scientific groups with the participation of experienced teachers in this field (Participant No. 11).

### **Networking between schools**

Establishing communication between schools to transfer experiences in regard of lesson study is one of the useful solutions in this field. One of the partnerships in this regard states that:

The fact is that some schools are strong and some are weak in conducting lesson study, and I believe that establishing communication between different schools can provide the basis for better lesson study (Participant No. 5).

### **Forming learning communities**

Creating responsible and accountable learning communities is another important component of

lesson study. One of the participant's states that:

I think the important factor in lesson study is that everyone, as a member of this method, feels responsible for learning from each other, I mean to form a group and a community where each person is responsible for each other's learning (participant No 7).

### **Research-centric**

Relying on research can be considered as one of the key items in the lesson study. One of the participant's states that:

If you look at the roots of lesson study, you will find that this method is based on study and research, the absence of these two elements is equal to the incomplete implementation of lesson study (Participant No. 13).

### **The relationship between school and university**

The university as a scientific center can become one of the main pillars in the lesson study. One of the participants in this regard states that:

One of the key points that I would like to mention is the relationship between teachers and university professors. In our country, many expert professors in

the field of lesson study are doing research that can undoubtedly help teachers to carry out their lesson study as strongly as possible. (Participant No. 8).

**Stimulating the spirit of exploration**

Continuous exploration can be considered as another lesson study factor. One of the participants in the present study states that: The teacher should be full of questions in every stage of the

lesson study and seek to answer these questions with diligence, I think the teacher who conducts the lesson study without any ambiguity and questions should ask himself if he or she is going the right way? (Participant No. 15).

*Cultural and social dimension*

The cultural and social dimension refers to the dimensions that facilitate or not facilitate study due to some social and cultural issues.

**Table 5. Cultural and social dimension of lesson study**

|                          |  |    |
|--------------------------|--|----|
| Socio-cultural dimension | Parental Involvement                           | 23 |
|                          | Teachers Involvement                           | 24 |
|                          | Students Involvement                           | 25 |
|                          | Develop a team work spirit                     | 26 |
|                          | True belief in lesson study                    | 27 |
|                          | Tangible results in society                    | 28 |
|                          | Fostering a sense of belonging and cooperation | 29 |

**Parental Involvement**

Parents have an important role in promoting new educational methods, including lesson study. One of the participants in this regard states:

It can be said with certainty that a large part of the burden of educational innovations depends on the way parents deal with them. For example, in the lesson study method, if the parents, as stakeholders, do not accept this method wholeheartedly, its implementation will face many problems (Participant No. 9).

**Teacher Involvement**

The teacher is the basic element of conducting the lesson study and his lack of real involvement in

implementing such a method has destructive effects. One of the participant's states in this regard that:

The teacher, as the facilitator and designer of the study, plays a pivotal role in this method. (Participant No. 12).

**Student Involvement**

The student, as one of the main stakeholders of the lesson study, plays an important role in its proper implementation. One of the participants in the present study states that:

The product and the final result of the lesson study should be observed in the students' performance, so if for any reason the students are not deeply involved

in the lesson study, they cannot expect to reach the desired result (participant No 2).

**Develop a team work spirit**

Teamwork can be compared to the backbone of a lesson study. One of the participant's states that: Doing lesson study means that the teacher is ready to cooperate fully with other teachers and members. If a teacher cannot believe in this principle, I do not think he or she will succeed in lesson study (Participant No. 13).

**True belief in lesson study**

Lack of superficial approach to the lesson study and its actual acceptance is another key component in this regard. One of the participants in this regard states that:

Doing lesson study in a superficial way will not lead to any results; You should believe in this method from the heart and try to do it, the person who is forced to do this method only does this method incompletely (participant No 3).

**Tangible results in society**

Objectivity of the results is one of the axioms of any educational

program, including lesson study. One of the participants in this regard states that:

The purpose of the lesson study is that the community will eventually benefit from this method, so if the results of this method are only confined to the school, society will definitely not support it (participant No 1).

**Fostering a sense of belonging and cooperation**

Another important component in the lesson study is the teacher's attachment to this method and the sense of real belonging to it. One of the participant's states that:

Everyone does or takes care of anything that makes sense to them. In my opinion, the same is true for study, so if the teacher is not attached to this method, he cannot perform it well (participant number 6).

*Pedagogical and Educational dimension*

The educational dimension of lesson study refers to the components that have an important effect on the advancement of lesson study due to the application of some educational strategies.

**Table 6. Pedagogical and Educational dimension od lesson study**

|                                       |                                      |    |
|---------------------------------------|--------------------------------------|----|
| Educational and pedagogical dimension | Updated content                      | 30 |
|                                       | Native content                       | 31 |
|                                       | New teaching methods                 | 32 |
|                                       | Use of new evaluation methods        | 33 |
|                                       | Formation of local learning networks | 34 |
|                                       | Local teams of collaboration         | 35 |

### **Updated content**

Access to up-to-date resources in the field of lesson study is another effective component of this method. One of the participants in this regard states:

The content and resources used in the lesson study should be new. Unfortunately, sometimes we see resources that are not very up to date are used, another important issue is the multidimensional view of the content (Participant No. 14).

### **Native content**

Adaptation of the content to the environmental, social and cultural conditions of the learners has a very important role in the positive impact of the study. One of the participant's states that:

Well, as you know, lesson study not the root of our country's, so the important point is that we can adapt the content to the conditions of the country and our students (Participant No. 11).

### **New teaching methods**

Using old teaching methods to implement new methods such as lesson study only results in defects in the cycle of this method. One of the participants in the present study states that:

What do you expect good results when a teacher wants to apply a new method such as traditional studies? Teachers should be equipped with up-to-date methods (Participant No. 1).

### **Use of new evaluation methods**

Evaluation of the lesson study cannot be done like other methods, so paying attention to the evaluation

method appropriate to the lesson study has a key role in this method. One of the participants in this regard states that:

Evaluation is an integral part of any educational method, no doubt the implementation of lesson study is also tied to evaluation. I do not believe that a method such as study can be evaluated with the old methods, so in short, the new teaching method is equal to the new evaluation method (Participant No. 15).

### **Formation of local learning networks**

Establishing local communication and forming learning groups using the people present in each educational area is another effective component in the lesson study. One of the participants in this regard states that:

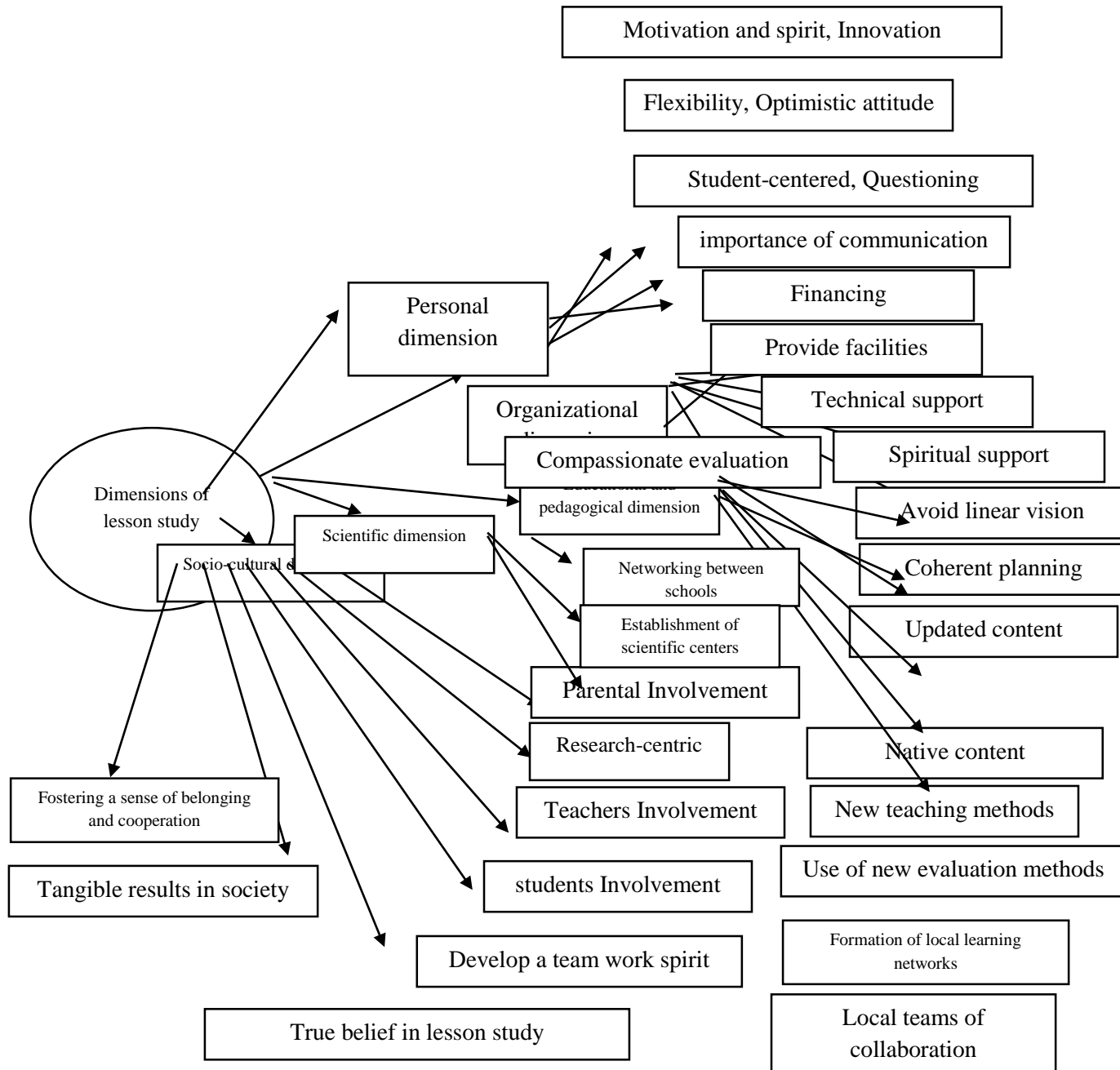
The important thing in lesson study is that it is not limited to the classroom. We can set up a regional or local learning network in the field of lesson study in each region by forming centers that have expert teachers and beginner members (Participant No. 4).

### **Local teams of collaboration**

The use of local capacities in the lesson study was another component that the participants in the study mentioned. One of the participants in this regard states that:

If in each educational area to form a series of teams to support the lesson study which the stakeholders are members of this team and provide technical, material and spiritual support, I think it will have

very positive results for the lesson study (participant number 7).



**Figure 1. Conceptual model of lesson study**

**Discussion and conclusion**

The purpose of this study was to understand the lived experiences of teachers in relation to lesson study. The results of the research indicated

five main themes in the lesson study, including personal dimension, organizational dimension, scientific dimension, cultural-social dimension and



pedagogical-educational dimension. The results of the present study are in line with the research of Skier (2017), Veriki et al. (2017), Beningaf (2015), Soleimani and Ahmadi (2017) and Nang and Sam (2015). For example, Veriki et al. Believe that it depends a lot on teachers' morale, in other words, individual factors such as teachers' morale and motivation can be the basis for successful lesson study. Benningaf (2015) also states that networking and participatory learning methods are effective in the successful implementation of the lesson study. Soleimani and Ahmadi (2017) in a study concluded that organizational factors (organizational structure, organizational culture, leadership style, technology) and personal factors (teachers' information, teachers' personality, their commitment) are among the factors that facilitate or not facilitate the lesson study. Abdoli and Ashrafi (2016) also concluded in a study that the supportive and participatory system fosters lesson study. According to the results of the present study and previous researches, it can be said that the lesson study is influenced by various external and internal factors. When we talk about individual factors in study, it means that a teacher cannot be encouraged to lesson study without considering the personality and individual characteristics. Therefore, the teacher and his / her characteristics play an essential role in the success or failure of the lesson study. The next factor mentioned was organizational factors. The

educational system, as the most extensive system in the country, has a special organizational structure that the implementation of any program is affected by this structure. For example, the material and non-material support that is given at the structural level of a program such as a lesson study can ensure the success of this program. The next factor mentioned in the present study was the scientific dimension. Basically, the implementation of any new educational method, regardless of scientific principles, will face certain failure. Attention to issues such as research and exploration of various issues in the lesson study process is necessary for the successful implementation of this method. The next factor mentioned is the social and cultural dimension. Any change in the educational system must be done according to the specific social and cultural conditions. Paying attention to issues such as considering the environment of each region and the characteristics and values of a community requires the flourishing of a new method such as lesson study. The final factor that was addressed was the educational dimension. The pedagogical atmosphere of lesson study is undoubtedly completely different from traditional methods. The implementation of lesson study requires the use of new methods of evaluation and teaching, and no doubt the implementation of this method with traditional methods will not work. Lesson study as a new method in the teaching-learning process can provide the

conditions of scientific and educational closeness of various educational elements, including teacher with teacher and teacher and student, and thus lead to the prosperity of the educational system.

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