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Alexandroupolis, 2017

Preface and Symposium Program

Lesson Study: Special Issue

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Scientific Symposium with International Participation

***Lesson Study: A Scientific Meeting for Exchanging Views and Exploring
the Model Across Europe***

Alexandroupolis, 7 and 8 March 2017, Alexander Beach Hotel

Lesson Study: A Scientific Meeting for Exchanging Views and Exploring the Model Across Europe

The Post-graduate Studies Program of the Department of Education Sciences in Early Childhood of the Democritus University of Thrace “Innovative Educational Approaches in Multi-Cultural Educational Environments” and the Municipality of Alexandroupolis are organizing a scientific symposium with international participation titled “Lesson Study: A Scientific Meeting for Exchanging Views and Exploring the Model Across Europe”. This attempt aspires to continue the success of the first “Informal Education and Lifelong Learning” symposium, which was carried out in May 2016.

Specialized scientists from different countries of Europe gather together in Alexandroupolis in order to exchange views on the Lesson Study model and share their experiences on its implementation in different contexts. We aspire that the outcome of this interdisciplinary scientific meeting will have a powerful impact on the post-graduate students of our Department, to whom this is mainly addressed, as well as on the contributors of this symposium. Therefore, the pursuit of the symposium is for all the participants to collectively explore the multiple aspects of the matter and actively participate in its works.

The Organizing Committee

Coordinators of the Symposium

Post-graduate Studies Program of the Department of Education Sciences in Early Childhood of Democritus University of Thrace “Innovative Educational Approaches in Multi-Cultural Educational environments” and Municipality of Alexandroupolis

Symposium Manager

Karadimitriou Kostas, Assistant Professor

Organizing Committee

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Moumoulidou Maria, Associate Professor

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Simeonidou Eleni, Postgraduate student

Vriza Chrisa, Postgraduate student

Zoubeida Memet Emin, Postgraduate student

Symposium Secretary

Zoe Dalouka, Laboratory Staff, Democritus University of Thrace

Program

Tuesday, 7 March 2017

Registration	08.30-09.00
Session Chair: Karadimitriou Kostas	Room Democritus (Alexander Beach Hotel)
09.00-09.30	
<i>Welcome Speech by the Director of the Postgraduate Program "Innovative Educational Approaches in Multi-Cultural Educational Environments"</i>	
Galini Rekalidou	
<i>Lesson Study: the transition from Japan to Greece</i>	
Galini Rekalidou	
Session Chair: Karadimitriou Kostas	
09.30-10.30	
<i>Why Lesson Study is the Professional Learning of our Time</i>	
Peter Dudley	
10.30-11.30	
<i>Lesson Study and its effects</i>	
Martin Daniel, Buchard Julien	
Discussion	11.30 -12.00
Coffee Break	
Session Chair: Moumoulidou Maria	
12.20-13.20	
<i>Construction of a professional discourse community of Geography Education</i>	
Breithaupt Sandrine, Borruat Viviane, Braun Mélanie, Isoz Annick, Pache Alain, Sanchez Myriam	
13.20-14.20	
<i>Ruptures and continuities between kindergarten and the first year of primary school; how to connect two worlds that ignore each other?</i>	
Clerc Georgy Anne, Kappeler Gabriel	
Discussion	14.20-14.50
Lunch	Alexander Beach Hotel
Session Chair: Lantzouraki Myrsini	
17.00 - 17.30	
<i>Lesson study as a tool in professional development: Engaging pre-service and in-service teachers in joint reflective practice</i>	
Penderi Efthymia	

17.30-18.00	<i>The reflective practice of the undergraduate pre-service teachers in the implementation of an adapted version of the Lesson Study model</i>
	Gioftsalis Katerina, Tziora Eleni, Giannakidou Eleni
18.00-18.30	<i>Pilot implementation of a Participatory Model of Lesson Study for improving teaching practices and professional development of academic staff</i>
	Karadimitriou Kostas, Gioftsalis Katerina, Lantzouraki Myrsini, Moumoulidou Maria, Rekalidou Galini
Discussion	18.30-19.00
19.30-21.00	Department of Education Sciences in Early Childhood
Plenary Workshop	
	<i>Collaborative planning of a daily program for the preschool class</i>

Wednesday, 8 March 2017

08.30-12.30	<i>Visit to a preschool class / Teaching Observation</i>
12.45-14.00	Department of Education Sciences in Early Childhood
	<i>Reflection and feedback discussion</i>
14.00	Alexander Beach Hotel
Lunch	
17.30-19.00	Room Democritus (Alexander Beach Hotel)
	<i>Conclusions of the Symposium</i>
	<i>Discussing the requirements of importing the method in elementary education and teacher training</i>
Session Chairs:	Breithaupt Sandrine, Buchard Julien, Clerc Georgy Anne, Daniel Martin
	Galini Rekalidou, Peter Dudley, Kappeler Gabriel

Abstracts¹

Lesson Study: the transition from Japan to Greece

Galini Rekalidou

A brief record (from 2009 -to present) of the Lesson Study (LS) transition from the Osaka Kyoikou University to the Department of Education Sciences in Early Childhood of the Democritus University of Thrace will be presented. In addition, the implementation of the Lesson Study model on undergraduate students, as part of the Practicum Program, and the challenges and difficulties we have faced in the educational context as well as the students' achievements, concerning their cooperative and self-assessment skills will be discussed.

Why Lesson Study is the professional learning of our time

Dr Peter Dudley

The past 20 years there has seen a revolution in teacher professional learning in the West with an increase in what is now known as teachers learning as professionals, and known as the kinds of teacher and leadership development that make the biggest differences to pupil learning outcomes and to classrooms.

Lesson Study first began to feature in this discourse in the UK in 2001 following the publication of 'The Teaching Gap' (Stigler and Hiebert, 1999) in the US.

The subsequent 'rise and rise' of Lesson Study (LS) (as some have termed it) has been slow but steady following the discovery that LS meets all the criteria identified by most recent research into effective teacher learning (Cordingley et. al. 2004: Hattie, 2009: Robinson et. al. 2009: Opfer and Pedder, 2010: Dudley, 2011; 2013) as well as school and system improvement.

In addition to this, there is a well documented history of Lesson Study that dates back to 150 years ago in Japan and China from which we can learn.

And in the UK at least, teachers seem to love LS.

In my talk I will discuss the history and evolution of Lesson Study as it has crossed from East to West, but also explore why it works so well for teachers and why it is so pertinent for teacher practice knowledge development, school development and ultimately system level improvement.

I will draw upon recent research across the world and also my own research into how teachers learn through talk in the context of Lesson Study. I will also report the findings from a recent project in London, studying how 96 schools have used Lesson Study to grow effective curricula and improve teacher practice knowledge, and improve teacher and pupil learning and achievement in primary and secondary schools.

In my workshops I will build on this lecture to explore with university students, teachers and academics, how Lesson Study is developing around the world and to consider together what the prospects that Lesson Study-based forms of professional learning and school development offer education internationally as well as in Greece.

¹ presented in order of appearance in the program

Lesson Study and its effects

Martin Daniel, Buchard Julien

The aim of this presentation is to think of a theoretical framework to evaluate Lesson Studies (LS) embedded in the scholastic context of Lausanne, French-speaking Switzerland.

Firstly, we provide a (re)definition of LSs through a comprehensive literature review. In fact, some reference works, like the books of Lewis & Hurd (2011) or Fernandez & Yoshida (2004), already allow their readers to build a clear comprehension of what LSs are and how they should be implemented. But, the LS practices reported in scientific journals show some variation from the theoretical model. Therefore, in order to evaluate such a process, we postulate that one has to clearly define what is supposed to be measured and identify its limits.

Secondly, we present a synthesis of the different ways already explored and reported in literature to measure the effects of LSs. This second focus of our literature review drives us to list and discuss the features and components of LSs, which could (or should) be evaluated and the data one can collect in order to do this. At the same time, our work highlights some differences between LS practices according to the variation of several parameters. In particular, LS groups working with classes in the first degrees of school 1) tend to explore the links between teaching and learning more than those in upper primary classes, where participants pay more attention to the teachers' professional development; 2) analyze and implement didactic sequences (and not only single lessons) more often than groups from upper classes; 3) observe the pupils' competences further from just knowledge, in contrast to those working with older primary students; and 4) use more data from observation and interviews with pupils and teachers than groups in upper primary degrees, which take more into account the LS process (teachers' meetings observation, teachers' portfolios).

These two topics make us speculate about the effects we can expect from each such feature and component of a LS. Some elements are not on the list of the essential features of LSs; some other, experimented on any groups of teachers, are not even mentioned in reference literature. Yet, some of them can be seen as keys to break a stalemate, to overcome a hindrance or simply to help organize the research of a LS group according to their goals.

Finally, we submit a database of such keys and their expected results for discussion to end our presentation.

References

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Lewis, C. C., & Hurd, J. (2011). *Lesson study step by step: how teacher learning communities improve instruction*. Portsmouth (US): Heinemann.

Construction of a professional discourse community of Geography Education

Breithaupt Sandrine

With:

Borruat, Viviane, Yverdon

Braun, Mélanie, Echallens

Isoz, Annick, Lausanne

Pache, Alain, University of Teacher Education, State of Vaud, Lausanne, Switzerland

Sanchez Myriam, Lausanne

The group lesson study in history and geography began in June 2015 from a concern amongst several human science educators and social psychologists at the University of teacher education, state of Vaud, Switzerland. Initially, to seek a deeper understanding of the process of "secondarisation" [creation of secondary discourse] in primary school human sciences (students aged 8 to 12) and, secondly to implement new ways of teaching that appealed to teachers who could be interested in teaching these disciplines. In this paper, the main focus will be on geography. Lesson study has been implemented over 3 cycles which has allowed for the development of a lesson plan (put online) whose objective is the identification and location of animal facilities.

Lesson studies mainly concentrate on the professional development of teachers in relation to student learning (Lewis, Perry & Murata, 2006; Miyakawa & Winslow, 2009; Clerc & Martin, 2011). This paper aims to identify the elements that we consider as the main motivation for professional development, not only for teachers, but also for trainers during the course of the lesson study. To do this, we will present a first analysis of the evolution of the research lesson. Secondly, we will present text content analyses prepared by each group member. By crossing the two axes, we will highlight how the group was formed in a professional discourse community in the teaching of geography (Jaubert, Rebière, Bernié, 2003; Jaubert & Rebière 2012).

References

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Miyakawa, T. & Winslow, C. (2009). Un dispositif japonais pour le travail en équipe d'enseignants: Etude collective d'une leçon. *Education et Didactique*, 3(1), 77-90. Consulté le 23 mars 2016, dans http://education-et-didactique.bretagne.iufm.fr/IMG/pdf/Miyakawa_Winslow.pdf

Ruptures and continuities between kindergarten and the first year of primary school; how to connect two worlds that ignore each other?

Clerc Georgy Anne, Kappeler Gabriel

New prescriptions related to first degrees are often interpreted in the sense of a primarization of the first school years and thus promote some unfavorable practices to the challenges of these degrees. Indeed, the first cycle of compulsory education includes the two years of kindergarten and the two first years of primary school. This primarization is especially marked between the 2nd and 3rd year of compulsory school education. In this cycle of education, students spend four years of study to acquire fundamental learning objectives and disciplinary objectives of the Swiss curriculum. But beliefs about readiness, such as teaching and assessment practices, between kindergarten and primary school teachers, vary greatly. In fact, kindergarten teachers do not always understand primary school teachers' expectations that are, sometimes, very highly compared to theirs. In a research and training approach, we conduct three lesson studies in parallel, combining kindergarten and primary school teachers of the same educational establishment. Each group has been defined as a fundamental learning object or a disciplinary learning object that is didactically transposed. It is then taught once in kindergarten and once in the first year of primary school education. All of the meetings are filmed. Our analyses focus mainly on teachers' beliefs about what is or should be done in the other school levels, on the failures observed between kindergarten and primary school and student needs to ensure continuity in the first cycle. Our analyses also cover interactions between teachers in planning lessons and in post lesson debriefing. Therefore, for this communication we begin by presenting the current problems of the transition between kindergarten and primary schools in the French speaking part of Switzerland, we then present our lesson studies device and finally, we present our first analyses of the interactions between teachers, when they prepare the lessons together, followed by their observations and interactions during debriefings.

Lesson study as a tool in professional development: Engaging pre-service and in-service teachers in joint reflective practice

Penderi Efthymia, PhD

Lesson study has been widely implemented as a teacher-led professional development tool to improve students' achievement and progress, especially in the upper elementary and middle school. Over the years, its use has been expanded in other educational levels as well in pre-service teachers' training programs, with various forms and adaptations to correspond to different educational and professional contexts, needs and purposes. We present a form of lesson study that combines the reflective practice of both pre-service and in-service kindergarten teachers including the participation of the academic supervisor-facilitator in a pilot program initiated by the Laboratory of Pedagogical Research and Educational Practice of the Department of Education Sciences in Early Childhood. More specifically, the Lesson Study approach was the subject of the kindergarten teachers' in-service training program and the context of the practicum for the pre-service kindergarten teachers. The academic supervisor-facilitator was an experienced kindergarten teacher and PhD holder that facilitated the process of co-designing the lesson, implementing the lesson in two kindergarten classrooms, as participant teachers formed two joint groups of trainees, reflecting and re-designing. The stages of the process, the roles, the interactions and the beliefs of the participants are presented and discussed with regard to the teachers' professional development and the connection between the university department and the professional community.

The reflective practice of the undergraduate pre-service teachers in the implementation of an adapted version of the Lesson Study model

Dr Gioftsali Katerina, Tziora Eleni, Giannakidou Eleni

This presentation constitutes the supervisors' reflection on the reflective practice that was developed by the undergraduate pre-service teachers of the Department of Education Studies in Early Childhood within the context of their Practicum Program. In the last 6 years, the Lesson Study model is applied in students' practicum, since a major reason for this adoption has been the desire to develop reflective-critical educators who will be able to face changes, realities, problematic situations related to classroom settings in which teaching and learning occur.

Our aim was to understand and interpret the reflective practice that was developed by the pre-service teachers combined with an open child-centered pedagogical method in the kindergarten classroom, just like that of the project-based learning.

However, we deem appropriate to clarify that this study was not our original goal, but it emerged after the Practicum Program, aiming at the feedback and reflection on our experience as supervisors. Specifically, during the implementation of the LS process we discovered that some elements seemed to enhance the reflective practice of the undergraduate preservice teachers. Reflecting on our experience, and, after an extensive discussion and study of the literature review, we decided first to observe whether there were any examples of reflection by the preservice teachers, focusing on the nature of reflection and the moment of reflection, and secondly, we have formulated a number of initial assumptions and questions about the elements that seemed to have encouraged the pre-service teachers' reflection on the implementation of the project method of teaching. The nature and moment of pre-service teachers' reflection had been determined by using Van Manen's notions and levels of reflection (1991), technical, practical and critical reflection before, during and after the lesson teaching. The results of our reflection could then become the subject of systematic study, in order to attain valid and reliable results.

References

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Pilot implementation of a Participatory Lesson Study model for improving teaching practices and professional development of academic staff

Karadimitriou K., Gioftsali K., Lantzouraki M., Moumoulidou M., Rekalidou G.

The present study is structured on two levels and is conducted by the interdisciplinary collaboration of five researchers (Museologist, Pedagogists and a Theatre-educator). The first level concerns the pilot implementation of a one-day workshop for postgraduate students to produce educational toys in an informal setting, such as the Ethnological Museum of Thrace in Greece (<http://emthrace.org>). Specifically, the workshop includes teaching based on theory and empirical activities of the modules "play", "educational play and educational toys", "play in the museum context" and the presentation of the "Play Pyramid" model of Kudrowitz and Wallace (2009), which is applied in industry and design education settings, as a means of exploring the play value of toys and producing new ideas. The aim of the workshop is for the students to acquire the essential knowledge and skills to design and create, in small groups, their own educational toys inspired by the museum objects and incorporate them into the museum context, taking into account the special characteristics of the informal learning settings and in particular the museum and its public.

The second level of the study concerns the assessment of the workshop instruction in relation to its effectiveness in the production of educational toys by the students within the context of the museum

and the improvement of teaching practices and professional development of higher education professors. For this purpose, we decided to use the Lesson Study model (LS), which is characterized by the elements of cooperation, reflection and feedback (Rekalidou, Karadimitriou, Moumouliidou, 2014) and focuses on the modification of personal theories of teachers both in relation to the implementation of educational practices and the general improvement of their teaching practices (Marble, 2007).

In order to evaluate the effectiveness of the workshop we decided to actively involve the group of the postgraduate students-trainees in the reflection process of the workshop debriefing session by proposing a participatory approach in the cycle of the LS model. A semi-structured interview guide and a video recording were used during the two final phases of the above LS model to capture the learning experience of the participants (trainers and trainees). The analysis of the data is in progress and is expected to bring out valuable data concerning the effectiveness of the participatory approach of LS model in order to better understand the pros and cons of our teaching practices and therefore improve the workshop for future applications in a museum setting. Similarly, it is expected to highlight options in postgraduate students' learning experience, such as acquired knowledge, innovation and creativity by using museum objects to create educational toys, as well as social skills like collaboration and evident enjoyment.

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Web pages:

Ethnological Museum of Thrace – Greece: <http://emthrace.org>

Brief Curriculum Vitae of the contributors²

Rekalidou Galini

Rekalidou Galini is a Professor of the Department of Education Sciences in Early Childhood at Democritus University of Thrace and Director of the *Postgraduate Studies Program* «Innovative Pedagogical Approaches in Multi-cultural Educational Environments». She teaches (Undergraduate Studies Program): «Evaluation: Theoretical Approaches and Applications in Education», «Current Trends in Education», «Pedagogical Relations and Interactions». *Post-Graduate Program*: «Innovative pedagogical approaches and alternative types of education», «Assessment of educational activities and Self-Assessment. The Lesson Study Model». Her scientific interests are: Evaluation in Education, Assessment in Early Childhood Education, Teachers' Education, Pedagogical Relations and Interactions in Classroom.

² presented in order of appearance in the program

Dr. Pete Dudley

Pete Dudley is the Director of Education in the London Borough of Camden where he has led the creation of a school-led improvement partnership of 60 schools, now known as *Camden Learning*. He is also Visiting professor of Education at the University of Leicester and City Fellow for Education, Hughes Hall, University of Cambridge. Pete was elected President of the World Association of Lesson Studies in September 2016. A teacher, leader, writer and researcher, Pete taught in Primary and Secondary schools in London for many years before moving into system level work in leadership roles in school districts and at a national level in the fields of teacher learning and school and system improvement. He helped lead the National College for School Leadership's *Networked Learning Communities* programme and from 2006 to 2011 he was the National Director of the Labour Government's *National Strategy* school standards improvement programme. He also taught in Northern Greece for two years in the 1980s. Pete introduced Lesson Study (LS) to the UK in 2001 and has led its development there ever since. Almost one out of five of the country's schools now have LS in their repertoire of CPD and its components have recently been written into the government's first National Teacher CPD Standard. Pete's Cambridge University PhD on *Teacher Learning in Lesson Study* was runner up in BERA's 2013 Doctoral Awards and his book '*Lesson Study: Professional Learning for our time*' (Routledge, 2015) has just come out in paperback.

Daniel Martin

Daniel Martin is a professor at the University of Teacher Education, State of Vaud (Switzerland). He is jointly responsible for the teaching and research unit 'Teaching, learning and assessment'. He is co-founder and member of the committee of the Lausanne Lesson Study Laboratory (www.hepl.ch/3ls). His research focuses on the processes of learning, metacognition, understanding, teaching and training practices.

Julien Buchard

Julien Buchard is a graduate assistant since 2015 at the Swiss University of Teacher Education, State of Vaud, Lausanne. He is engaged in a doctoral thesis and his research investigates the theme of Lesson Studies and aims to explore ways to measure their impact on students or pupils, teachers, schools and education systems. In this context, he is also member of the Lausanne Laboratory Lesson Study (3LS). He has undergone the primary teachers' initial training in the University of Teacher Education, State of Valais, Switzerland, from 2006 to 2009. This enabled him to attend an academic training by the University of Burgundy, in Dijon (France), which resulted in obtaining a Master degree in the field of Educational Sciences in summer 2014, named "Steering and Evaluation in Education Systems". His Master thesis studied the in-service training of the employees in a large Swiss telecommunications company. This initiated his specialization in adult training. Linked with his primary teacher training, it naturally led him to explore ways to enhance teachers' initial and in-service training through Lesson Studies.

Sandrine Breithaupt

She is particularly interested in knowledge acquisition and human development in a cultural-historical perspective within schools and teachers' training. More precisely, her work explores the relationships between teachers' professional development and pupils' learning. After adapting Lesson Studies for pre-service primary teachers (especially for students preparing to teach in classes of pupils aged 8 to 12), she co-developed an approach of training through research with a professor specialized in the teaching of Geography and 4 teachers. She is currently writing a thesis based on data collected during this program. In this research, she is trying to identify the co-built knowledge during a Lesson Study through the analysis of the interactions recorded during short phases of preparation and post-lesson analysis meetings. Her career is also enriched by twelve years of experience as a generalist teacher at

primary level (pupils aged 8 to 12), which enabled her to a better understanding of training and teaching practice from two different points of view: that of a teaching practitioner and the one of a researcher.

Anne Clerc-Georgy

Her professional and academic background led her to be interested in learning, and especially the role of knowledge and teaching practices in learning and development of pupils or students. She holds a PhD in Education Sciences at the University of Geneva. Her interests focus particularly on the first degrees of education and teacher training. She is the leader of GIRAF group (Group about Intervention & Research on Basic Learning). The group conducts research on teaching these learning as founders of pupil's school success. We are working on a didactic of basic learning (autoregulation, role as students, cognitive tools, affective tools, etc.)

She is a member of the Lausanne Laboratory Lesson Study Committee (3LS).

Her research focuses on:

- training process of teachers and devices that promote this training process (lesson study, appropriation of academic knowledge, writing role in teacher's training),
- characteristics of the first degree of education (pedagogy of the transition, basic learning, play, imagination)
- the role of teaching practices in the success of student learning and the inequality's construction (issues of the first degrees of schooling practices evaluation cycle).

Gabriel Kappeler

Gabriel Kappeler, having completed teacher training to teach in primary schools, she continued her master and doctoral studies in educational sciences. During that time, she shared the responsibility for a primary school class. She is currently a professor at the HEP of Lausanne (school for teacher training). Her research interests and teaching focus are on learning and teaching in the first degrees of schooling. Specifically, her work focuses on the beliefs of teachers concerning readiness, their conceptions of good teaching practices and the relationship they have with their actual classroom practices.

Penderi Efthymia, PhD

Dr Penderi has been working as a kindergarten teacher since 1996, in the private and public sector. She is a member of the Laboratory of Pedagogical Research and Educational Practices of the Department of Educational Sciences in Early childhood at Democritus University of Thrace. She has worked in the Department as a practice-tutor for prospective kindergarten teachers and in in-service training courses for kindergarten teachers in the public sector. She has participated as a researcher in a number of European collaborative research projects (CRP, CARE, ISOTIS). Main areas of research interests: family-school connection, parental involvement in early years, intercultural teaching.

Katerina Gioftsali, PhD

Katerina Gioftsali is a teacher in early childhood and works in Primary Education. She holds a master and a doctoral degree of the Department of Museum Studies at the University of Leicester. She teaches museum education at the postgraduate program "Innovative pedagogical approaches in multicultural learning environments" of the Department of Education Sciences in Early Childhood at Democritus University of Thrace. She collaborates with educational and cultural institutions in the design and implementation of educational seminars and activities. Her research interests include communication and learning issues and practices in cultural environments and designing educational material.

Eleni Tziora

Eleni Tziora is a graduate kindergarten teacher of the Democritus University of Thrace. She holds a Masters Degree on “Sociocultural education”. She has worked as a kindergarten teacher in public kindergarten schools for the last 13 years, while she has also been supervising practical work of university students of the School of Educational Sciences of Education Sciences in Early childhood at Democritus University of Thrace.

Eleni Giannakidou

Eleni Giannakidou is a graduate kindergarten teacher of the Aristotle University of Thessaloniki. She holds a Masters Degree of the graduate program “Studies in Education” from Hellenic Open University. She has worked as a kindergarten teacher in public kindergarten schools for the last 13 years, while she has also supervised practical work of university students at the Department of Education Sciences in Early childhood at Democritus University of Thrace.

Kostas Karadimitriou

Kostas Karadimitriou is an assistant professor in “Pedagogy and Applications for Formal and Informal Education” at the Department of Education Sciences in Early childhood at Democritus University of Thrace. He graduated from the Department of Early Childhood Education at the University of Ioannina and holds a Phd of the same University and a Master's Degree in Museum Studies of the University of Athens. He teaches the following courses: “Collaborative Learning in Preschool Education”, “Pedagogy and Play in Preschool Education”, “Contemporary Programs of Preschool Education” and also courses in the Practicum Program of the Department.

Myrsini Lantzouraki

Myrsini Lantzouraki graduated from “Veaki” Higher School of Dramatic Art (1996). She is also a graduate of University of Education Sciences in early childhood at Democritus University of Thrace (2005) and a postgraduate degree from the Royal Holloway University of London, MA in Applied Drama -Theatre in Community/Drama in Education (2006). From 1996 till 2005 she worked as an actress under the direction of L. Komninos, M. Papanikolaou, P. Michailidis, N. Armaou, D. Papastamatis. She has been directing plays since 2000 and was awarded for her work. From 2007-08 to 2010 she has taught the subjects of Theatre-Puppetry, Dramatization and Theatre Games in the University of Education Sciences in early childhood at Democritus University of Thrace. She is the owner of “On Stage” Drama Laboratory, where she has been teaching the art of theatre to children and adults since 2008.

Moumouldou Maria

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