



Hiroshima • 10-12 NOV 2025

# Conference Program

## *For Paper, Roundtable, and Teacher Talk Presenters*

- Each presentation should be **no longer than 15 minutes**.
- The **first presenter** in each room will act as the **session facilitator**.
- There is **no required template** for presentations. Presenters are welcome to use their own slides.
- Presenters are asked to **bring their own laptops**. A projector and screen will be provided.

## *For Poster Presenters*

- Posters should be printed in **upright A0 size** (841 × 1188 mm / 33.1 × 46.8 inches).
- There is **no required template** for posters. Presenters are welcome to use their own formats.
- Please **bring your printed poster** to the venue.
  - **Note:** There are **no printing facilities** available near the venue.

Batteau, Valérie\* (valerie.batteau@hepl.ch),  
Manolino, Carola° (c.manolino@univda.it),  
Presutti, Sara\*\* (sara.presutti@hepvs.ch)

Discussant: McDougal, Tom°° (tom@lsalliance.org)  
Haute Ecole Pédagogique du Canton de Vaud\*  
Haute Ecole Pédagogique du Canton du Valais\*\*  
Università della Valle d'Aosta°  
Lesson Study Alliance°°

**Lesson Studies in Mathematics in Italian and Swiss Contexts: Difficulties, Challenges, and Adaptations**  
**Valérie Batteau, Carola Manolino, & Sara Presutti**

Discussant: Tom McDougal  
Facilitator: Sara Presutti

It is now more than 30 years since the development of lesson study (LS) outside Asia, and the question of how to adapt this practice in new contexts is still very much alive.

The idea behind LS seems very simple, and its structure can be easily implemented in different settings. Yet, integrating this practice into a new educational context poses a number of challenges. In this symposium, we address this issue and we seek to understand the difficulties that arise when an “external” pedagogical practice is implemented in a new context. At the same time, we explore how this encounter can be an asset for teachers’ professional development. We also argue that, other than the LS practice itself, this process can be a meaningful way to enhance meta-reflection and awareness of the already existing practices.

The symposium aims at sharing different experiences of implementations of LS in Italy and in the French-speaking part of Switzerland. Our questions are: what are the necessary adaptations of LS for specific contexts such as pre-service, in-service teachers education in Italian and Swiss context? What challenges and difficulties have we encountered in implementing LS? What added value can the implementation of LS bring to teachers’ professional development and reflective stance?

The first contribution is based on the Italian context. Following the theoretical framework of Cultural Transposition (Mellone et al., 2019), the implementation of LS as a paradigmatic “external” practice to be introduced in a new context, it triggers the development of “untoughts” (Jullien, 2006). That is, an explicit critical reflection on teachers’ frameworks of reference emerges from the encounter with LS, triggering a discussion (transformative reflection) on details that were previously transparent (e.g., what a didactical observation is, which educational intentionalities are addressed, etc.). In particular, the contribution describes two examples of LS in a mixed context of in-service and pre-service mathematics teacher education (Manolino, 2023). In particular we discuss differences, similarities and added values of LS to the Italian practice of “Mathematics Laboratory” (Bartolini Bussi & Martignone, 2013, p. 3–4).

The second presentation is based on a doctoral thesis (Presutti, 2024) that studies the adaptation of LS to pre-service teacher education in the French-speaking part of Switzerland. The main issue was to adapt LS to the specific constraints of pre-service education and to the local context, but to maintain at the same time all the key elements of LS. The contribution presents the steps that led to the design of the LS training, and the analysis that was conducted a posteriori on two key elements: the research aspect and the collaboration.

The third contribution presents three different implementations of LS in mathematics and points out challenges and adaptations we specifically meet in pre-service, in-service and educators training. For example, with pre-service teachers (first LS), we remove the research lesson with a mock lesson that provokes some unexpected effects and difficulties.

**Cultural Transposition of LS to Italy, triggering the development of “untoughts”**  
**Carola Manolino, Università della Valle d’Aosta, Italy**  
**c.manolino@univda.it**

This contribution aims at presenting the main ideas about Cultural Transposition (Mellone et al., 2019), a framework developed to study the effects of the implementation of a cultural product, such as LS, into another cultural setting. The process of cultural transposition of LS into the Italian context is illustrated with two examples, and the possible gains for teachers, educators, and researchers are examined.

In particular, as a first example, a LS was implemented in a secondary school studying the students’ use of Geogebra graphic calculator. By reflecting on the LS practice, some key aspects of Italian professional development and mathematics education tradition emerged as “unthoughts”. For instance, the didactical observation of students’ solving processes and the explicitation of teachers’ educational intentionalities, both basilar elements of the Mathematics Laboratory methodology (Bartolini Bussi & Martignone, 2013), exploded as sub-estimate teachers’ practices in a mathematics classroom.

In the second example, a three-cycle LS implemented in primary school is discussed. In this case, linguistics and mathematics teachers work together to study students’ difficulties in text comprehension. Silent Videos (Kristinsdóttir et al., 2019) are used. The detailed lesson design, and particularly the use of specific words in task-delivering, is investigated by the teachers team as “unthought” in shared teachers’ planning moments.

These examples lead to the conclusion that the encounter with LS can be a fruitful practice when carefully discussed within the teachers team and mediated by a facilitator. Indeed, not only it brought new cultural practices, but, and above all, it made the participants rethink the already existing ones from another and richer point of view.

**Funding and Acknowledgements**

*Erasmus+ Project “Dispositifs inclusifs de coopération (DISCO+)”, Call 2023 Round 1 KA2 - KA220-SCH - Cooperation partnerships in school education, CUP B61J23000640006.*

**LS in preservice teacher education: how to respond to local constraints while preserving key elements?**

**Sara Presutti, Valais University of Teacher Education, Switzerland**

**[Sara.presutti@hepvs.ch](mailto:Sara.presutti@hepvs.ch)**

This contribution addresses the issue of adapting lesson study (LS) from a double point of view. The first one is linked to culture and research: how is it possible to adapt a professional development practice that is rooted in a certain school and cultural system to another one? What is the role of academic research in doing that?

The second point of view is related to the adaptation of LS in initial teacher education (ITE). Although in Japan *jugyo kenkyuu* are performed with both inservice and preservice teachers, LS implemented abroad were initially conducted mostly with inservice teachers. The reason for this late development in ITE is that LS in this context is subject to several constraints and challenges, like time limitations, a difficult access to real classes or the limited experience of the participants (Ni Shuilleabhain & Bjuland, 2019). Besides, in ITE the facilitator is also an expert and an educator, which can create an imbalance of power between the participants (Ponte, 2017). The risk is then to distort the key elements of LS, and to create “another ineffective professional development program with a new name” (Murata, 2011, p. 10). The question is then: how to adapt LS to ITE in a specific local context and preserve as much as possible all LS key elements?

The contribution will address these questions by presenting an example of how a LS-based training has been conceived and implemented at Lausanne University of Teacher Education, in Switzerland. This LS was the central focus of a doctoral research on the adaptations and relevance of this approach for ITE in mathematics education for lower-secondary preservice teachers (Presutti, 2024).

Since LS is not yet culturally and systematically established at Lausanne University of Teacher Education, the design of the LS training had to be done according to academic literature and research on LS. First, a literary review was conducted in order to clarify LS key elements and to create an epistemological model of reference. Second, the general constraints due to the ITE setting were identified in literature, as well as some propositions to overcome these constraints. Third, local constraints (related to specific features of Lausanne University of Teacher Education) were considered, and a first LS training was analysed in a pilot-study. These steps led to the design of a second version of the LS training that was then implemented in the autumn semester of 2021.

The contribution presents in detail the design of the LS training, and it ends with some of the results of the posteriori analysis of the LS training. Two key elements of LS, namely the research aspect and the collaboration, are analysed through the lens of the preservice teachers postures, the evolution of the didactical contract, and the interviews with the preservice teachers. These results highlight differences with LS held with inservice teachers, but also an evolution of the key elements through the process that will be discussed at the end of the presentation.

**Lesson studies in mathematics in the context of Switzerland: challenges and adaptations**  
**Valérie Batteau, Lausanne University of Teacher Education, Switzerland**  
[Valerie.batteau@hepl.ch](mailto:Valerie.batteau@hepl.ch)

In this communication, we will present three kinds of lesson study (LS) in mathematics at Lausanne University of Teacher Education, in the French-speaking part of Switzerland.

The first LS concerns pre-service mathematics teachers in a MASTER degree program that only occurred once with four educators and around 80 pre-service teachers (Batteau et al., under revisions). The four educators modified our traditional training with LS and collectively looked back at the positive and negative points.

The second LS concerns in-service mathematics teachers that are volunteers to participate to the LS about computational thinking that we proposed during two years with three teams of secondary mathematics teachers. The aim of this LS was for teachers and researchers to work together in a new field: how to teach mathematics using computational thinking. This LS also served to provide data for our research (e.g., Batteau & Trgalová, 2023).

The third LS concerns the training of mathematics educators and regroups primary school teachers, educators and researchers. This third LS occurred for four years, dealt with around thirty participants and served to provide specific in-service training content in mathematics education (Balegno et al., under revisions).

This presentation aims to point out the different challenges and adaptations we specifically meet in these three contexts. What are the elements that succeed and that fail?

We highlight some difficulties and challenges concerning, for example, the number of pre-service teachers (too much per educator in the first LS) and of in-service teachers (not enough in the second LS). One of the challenges is how to motivate and make possible the implementation of LS with in-service teachers. With pre-service teachers (first LS), we removed the research lesson with a mock lesson that provoked some unexpected effects and difficulties. In our context, to implement initial training in LS, it is necessary to meet several conditions, such as the stability of the team of trainers (which was not our case) or the trainers' knowledge of the LS process.