



# Invitation to WALS 2019

## Call for proposals

Deadline: Friday 8 March 2019

The World Association of Lesson Studies (WALS) will take place in the Netherlands from 3 - 6 September 2019. VU Amsterdam, University of Groningen and Utrecht University, three leading universities for teacher education, are hosting this international and important event in the capital of the Netherlands: Amsterdam. We are proud and pleased to invite teachers, practitioners and researchers from all over the world to take part in this international conference on the European continent to learn from each other on Lesson Study and share experiences.

### Conference theme:

### Crafting Sustainable Pedagogies for Teaching and Learning

The theme reflects three lenses to look at Lesson Study: the *craftsmanship* Lesson Study demands, its *sustainable* effects on learning and professional development and the beauty of its focus on what is and will always be at the heart of all education: the *pedagogies* which make us learn. These three lenses each have their merits, but should also be viewed as strongly interrelated and reinforcing each other. The three lenses reflect the subthemes attached to each of the three conference days: *Crafting*, *Sustainable* and *Pedagogies*

*Crafting* means 'making or constructing something with skill and careful attention to detail'. This process happens both within the Lesson Study cycle by teachers as outside in the wider community of researchers and educators when Lesson Study is adopted, implemented and sustained in schools. Within Lesson Study, crafting refers to teachers collaboratively designing a research lesson which requires a variety of skills such as design skills, the skills to collaborate and communicate, a research stance and pedagogical content knowledge. Crafting Lesson Study in schools involves embedding the practice into the wider educational context. This requires being sensitive to the educational and organisational context. Moreover, crafting Lesson Study also raises important questions about its theoretical underpinnings and practical issues (related to professional development and support).

*Sustainable* refers to ensuring that Lesson Study is not an isolated activity. Lesson Study needs to be integrated in the school structure and culture in such a way that it provides a strong basis for teachers' continuous professional development. A prerequisite for sustainable Lesson Study as an organisational routine is that teachers develop a research stance towards teaching practice. This requires a supportive school environment in which the craft of Lesson Study is recognized and facilitated. One way to establish this is by already starting with Lesson Study in initial teacher education and continuing through all phases of teachers' career.

*Pedagogies* refer to the theory and practice of teaching and the impact on student learning. Lesson Study focuses on the improvement and innovation of pedagogical practices such as innovative use of structures, the application of effective differentiated instruction or teaching through problem solving. Topics include good examples of Lesson Study practices, theoretical underpinnings, views, school-wide strategies of pedagogical improvement. WALS 2019 aims to provide an international and cross-cultural platform for teachers and researchers from different parts of the world to share their knowledge and experiences of Lesson Study. As in many non-Asian countries, Lesson Study in the Netherlands is a relatively recent practice. The Netherlands is an example of a country where it has yet to integrate in the professional life of teachers and in the organisational routines of schools. And this is an exciting challenge! The theme reflects how the organising universities joined in the consortium of Lesson Study NL, approach Lesson Study activities as crafts to ensure high-quality implementation of pedagogies in its ecological context organised in a sustainable way. It considers Lesson Study as a leverage for continuous school improvement that enables teachers (in training) to collaborate with each other, with teacher educators and educational researchers. We are very pleased to be hosting the WALS2019 in Amsterdam and hope that participants from all over the world will come and share their best practices and research findings from their own societal and cultural contexts to enrich our collective understanding of Lesson Study as a craft for sustainable pedagogies for teaching and learning.

## Lesson Study NL

The consortium Lesson Study NL ([www.lessonstudyNL.nl](http://www.lessonstudyNL.nl)) was founded in 2016 by dr. Sui Lin Goei (VU Amsterdam/Windesheim University), dr. Siebrich de Vries (University of Groningen) and dr. Nellie Verhoef (University of Twente). As teacher educators they share a passion for professional development of (student) teachers with Lesson Study. They work at university teacher education institutes and are affiliated with school innovation through research projects involving Lesson Study. They view Lesson Study as a leverage for improving the quality of education in the Netherlands and worldwide. To date, together they supervise more than six PhD students in their process of validating Lesson Study for the Dutch educational context.

All partner universities have national funded projects on Lesson Study or are using Lesson Study as a professional development tool in their projects. They wrote the first Dutch practitioner guide on Lesson Study (De Vries, Verhoef & Goei, 2016) and train Lesson Study facilitators. The consortium Lesson Study NL is the initiator and organiser of the yearly Dutch National Lesson Study Conference. They have strong ties in the international Lesson Study community. In 2018, Utrecht University was added as a fifth partner to Lesson Study NL. Moreover, Lesson Study NL collaborates with colleagues of NHL Stenden University of Applied Sciences, Utrecht University of Applied Sciences, Nijmegen University, Amsterdam University and Amsterdam University of Applied Sciences. Noteworthy are the university-school partnerships in which schools and universities have collaborated to establish Lesson Study in the Netherlands.

At present, the Lesson Study approach has gained momentum in the Netherlands in the last decade and welcomes an ever-increasing community of (student) teachers, teacher educators and researchers to share their experiences and outcomes. For this conference we are pleased to share with the international

community the success of our university-school partnerships in which we collaboratively implement Lesson Study, study its sustainable implementation in schools and have adopted a train-the-trainer model through which new and sustainable Lesson Study craftsmanship has been created. The aim is to contribute to the process of Lesson Study becoming a worldwide established way of working – an organisational routine - in schools for sustainable change.

## Conference Objectives

The WALS 2019 Conference will feature paper presentations, symposia, round table discussions, posters, skill-building workshops and Ted Talks to highlight empirical findings, explore ideas and share experiences on current topics related to Lesson Study in general and the theme and subthemes of the conference especially. We cordially invite (student) teachers, school leaders, teacher educators, researchers and educational designers from all countries and regions to join us at WALS 2019.

WALS 2019 participants will be able to:

- gain knowledge and understanding on the many facets of craftsmanship of Lesson Study;
- get to know good examples of practices highlighting elements of the craftsmanship of Lesson Study;
- collect many different examples of the (sustainable) effects of Lesson Study on both teachers and learners;
- and improve their knowledge and understanding of strategies for sustainable implementation of Lesson Study;
- exchange good practices in applying Lesson Study in pedagogical innovation;
- meet fellow teachers, practitioners and researchers who share a passion for Lesson Study.

The state-of-the-art international research and praxis on Lesson Study will allow participants to make interesting comparisons between countries, regions and school environments and will invite participants to infer fruitful consequences for further development and implementation of Lesson Study in their own contexts and professional lives. Meeting participants committed to Lesson Study in many different ways is expected to contribute to the transfer of ideas, practices and theories all over the world and help improve the sustainability and collectivity of the Lesson Study approach world-wide.

## Opening session and keynotes

The opening session on the first conference day, the keynotes and the invited symposia on the following days feature distinguished leaders in the international Lesson Study field. They will share their perspectives on the developments of Lesson Study regarding its alignment with culturally validated teaching and learning practices, highlighting emerging opportunities, challenges and shared responsibilities to actively pursue this alignment.

We are proud to announce that dr. Catherine Lewis from Mills College has agreed to deliver the opening keynote right after the opening session. Furthermore, we have an interesting line-up for the second conference day: dr. Motoko Akiba (Florida State University), prof. Klaas van Veen (University of Groningen), prof. Martijn Meeter (VU Amsterdam) and prof. Monique Volman (University of Amsterdam). On the third and last conference days dr. Aoibhinn Ni Shúilleabháin (University College Dublin), dr. Zachary Walker (University College London) and prof. Wouter van Joolingen (Utrecht University) have accepted to deliver keynotes. In addition to keynote speeches, several plenary invited topical symposia will be organised for teachers, teacher educators and researchers in the field. These symposia will reflect important and emerging trends regarding Lesson Study into teaching and learning that align with the conference theme and subthemes.

## PhD pre-conference



For the first time in the history of WALS, a PhD conference is organised by and for PhD students researching Lesson Study throughout the world. The aim of this day is to share knowledge and experiences relating to the various international PhD projects on Lesson Study as well as to get to know each other and to initiate and stimulate future collaboration. We hope that this pre-conference day will be a leverage to a broader and tighter international Lesson Study PhD community.

The pre-conference will consist of several keynotes as well as interactive sessions about the work of the invited PhD's and junior researchers. The Beijing WALS 2018 conference already featured topical PhD symposia on 'Research methodology in Lesson Study Research' which were hugely relevant to PhD students and junior researchers alike. The theme of this first PhD conference aligns with the conference theme and this pre-conference is organised by PhD students from the partner universities belonging to LS NL. Registration for the pre-conference is available for a small fee.

## Holland Day

On the second conference day, the fourth Lesson Study NL annual conference will coincide with the WALS 2019 international conference. This Dutch strand of the conference will be organised by Utrecht University and chaired by prof. Wouter van Joolingen and dr. Willemijn Schot. One of the purposes of the Holland Day is to allow Dutch Lesson study practitioners to connect to the international Lesson Study community and to provide opportunities for newcomers to Lesson Study to get acquainted with its main ideas.

Holland Day participants will be able to attend the keynotes of the second day of the main conference. Additionally, the Holland Day will offer a number of Dutch-language sessions especially catering to the Dutch Lesson Study community. One of the sessions will be a live simulation of Lesson Study. In a mixed poster session, Dutch teachers will present their work to each other and will be able to catch up with the international developments. The Holland Day will close with two parallel keynotes from distinguished experts in the field of teacher professional development.

## School Visits

School visits are organised across the Netherlands in the cities of the organising universities: Amsterdam, Groningen and Utrecht. The universities will present an exciting programme on the conference theme with school visits at its core. Amsterdam will provide a programme emphasizing *craftmanship*, Groningen will present a programme on *sustainability* and Utrecht focuses on the *pedagogies*. All universities will introduce participants to their so-called university-school partnerships with access to a broader network of pre-, primary, secondary, special, vocational and higher education schools. The school visits will be organised on the final day of the conference (Friday 6 September 2019). The school visits are available for an extra fee and participation is on a first come, first serve base.

## Strands and submission

### Strands

Contributions to the conference will be accepted in relation to the following strands:

1. Lesson Study and teacher professional development
2. Lesson Study in initial teacher training
3. Lesson Study and the facilitator
4. Leadership, management and policy aspects of sustainable Lesson Study
5. Developing Professional Learning Communities: models and practices
6. Lesson Study in different cultural, subject and learning contexts
7. Research methodology and theoretical underpinnings of Lesson Study
8. Creating knowledge in practice: action research and other practice-based research approaches
9. Learning Studies
10. Innovative uses of Lesson Study

### Submissions

Submissions are accepted online only, at [www.wals2019.com](http://www.wals2019.com). The deadline for the online submission is **up to and including Friday 8 March 2019** (all time zones). Late submissions will not be accepted. In case your proposal is accepted, you need to register by 17 May 2019 in order to be included in the programme.

There is no need to be a WALS-member to submit. The registration fee includes a one-year membership.

The WALS international conference language is English. All proposals need to be submitted and presented in English and only proposals written in English will be considered for review, with a notable exception for the Holland Day, which has a separate submission procedure. Please note that only paper and sessions submissions that have not been previously presented and/or published at another conference are eligible.

#### Author submission limitation

In order to provide conference participants with a broad array of presenters and presentation topics, the Conference Committee allows you to submit two proposals as a presenting author. However, it is possible for you to be listed as a non-presenting co-author on another person's submission. Please note that if you are listed as presenting author or co-author for more than two presentations in total, we may have to withdraw you as a presenter from one or more presentations.

#### Submission formats

At WALS 2019 the following presentation formats are used which will be organised into an attractive programme. Contribution in the following formats are invited:

<i>Type of presentation</i>	<i>Description</i>
<b>Paper</b>	<p>Papers in any of the strands listed above or related areas. Paper presentations will take a maximum of 30 minutes including a discussion and will be organised in sessions of 90 minutes in which three papers are presented.</p> <p>The session will be chaired. One of the presenters in each session will be nominated as chairperson in that session by email two weeks before the conference. The chairperson should manage the timing for the session and organize the Q&amp;A segments.</p>

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The following types of papers are encouraged for submissions:

- a. Research Papers  
Completed research papers in any of the strands listed above or related areas.
- b. Student Papers  
Research done by students in any of the strands listed above or related areas.
- c. Case Studies  
Case studies in any of the strands listed above or related areas.
- d. Work-in-Progress Reports or Proposals for future Research  
Incomplete research or ideas for future research in order to generate discussion and feedback in any of the strands listed above or related areas.
- e. Reports on Issues Related to Teaching  
Reports related to innovative instruction techniques or research related to teaching in any of the strands listed above or related areas.

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**Ted Talk**

Ted Talks are short presentations from expert speakers or expert- practitioners on Lesson Study in any of the strands listed above or related areas. Ted Talks will take a maximum of 12 minutes and will be organised in sessions of 45 minutes in which three Ted Talks are presented.

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**Symposium**

A symposium consists of three (exceptionally up to four) presentations of related papers and will take 90 minutes. The symposium is chaired and a discussant is invited to reflect on the presentations. Chair and discussant are part of the submitted proposal. Symposium sessions ideally present several (sometimes contrasting) views on a single topic or issue.

Examples of symposia:

- a. Researchers from the same field may wish to collaborate to organize a symposium consisting of 3 research papers which covers inter-related topics.
- b. A school may be interested to organize a symposium consisting of 3 presentations from school leaders' perspectives or teachers' case studies.
- c. Teachers may wish to collaborate across schools to present case studies of similar subjects or focus.

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**Workshop**

Workshops are informative interactive sessions in which the participants are engaged in demonstrations, hands-on activities and/or discussion. A workshop takes 90 minutes. We especially invite workshops aimed at increasing the craftsmanship of participants (skill-building workshops).

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**Roundtable**

Roundtables provide the opportunity to shortly present an idea, strategy, research set up and alike to a small audience seated at a table to discuss questions and new perspectives. A round table takes 30 minutes and is organised in 90 minute sessions of three presenters / topics coordinated by a chair.

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**Poster**

Short presentations of research and practices are invited in poster sessions. The posters sessions offer presenters the opportunity to present their work, which may be work in progress. The posters are presented in a two-minute pitch to the audience. After the pitches, participants visit the posters for a talk or discussion. The maximum format for your poster is A0 (84.1 x 118.9 cm / 33.11 x 46.81 inches) portrait format (upright). No additional audio-visual equipment is provided.

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## Submission Procedure

Proposals can be submitted **up to and including Friday 8 March 2019**. The submission goes through the online submission form to be found at [www.wals2019.com](http://www.wals2019.com). Only proposals that are submitted online and in time will be reviewed.

Each proposal contains the following information:

- Names and email addresses of all authors (this information will not be communicated to the reviewers to ensure the anonymous procedure)
- **Title** of the proposal (up to 100 characters, including spaces)
- Choose a **subtheme and strand**.
- Choose a **type of presentation**:
  - a. Paper
  - b. Ted Talk
  - c. Symposium
  - d. Workshop
  - e. Roundtable
  - f. Poster
- **Keywords** that meet the content of your proposal with a minimum of one and a maximum of three keywords.
- **Abstract** (up to 150 words) with a short description of the aim of the research/practice/project, methodology, (preliminary) findings, significance for theory and/or practice and relevance for the chosen conference strand.
- A **summary** of 500 words maximum (excluding references, tables and figures) addressing the following aspects (where applicable):
  - The practice or context from which the work originates
  - Relevance for educational practice
  - Theoretical framework
  - Research question
  - Method(s)
  - Results
  - Conclusion and discussion
  - In the case of a symposium an overview of the individual contributions

In case you submit a symposium, the summary of 500 words is about the content of the symposium in general, including the structure of the session and the names of the chair and discussant of the symposium. You need to submit all individual paper presentations at the same time, each with a summary of 200 words maximum. Each individual paper of the symposium should highlight the same main points as mentioned above.

Each proposal will be reviewed by two independent reviewers. The final decision for acceptance lies with the programme committee. Possible outcomes are “Accepted” or “Rejected”. In the case of acceptance, the programme committee may decide to assign the proposal to a different format than originally submitted. Once accepted, the abstract and summary will be published in the online conference programme. By submitting a proposal, you grant permission for such publication.

## Criteria and guidelines

For the review procedure, the following criteria and guidelines apply:

### Paper / Ted Talk / Symposium / Roundtable / Poster proposals:

- Clarity of aim/formulation/conceptualization
- Quality of writing and organisation
- Relevance of research topic for this conference and chosen strand
- For symposiums, a critical criterion is whether individual presentations are sufficiently inter-related.

### Workshop proposals:

- Appropriateness of topic
- Clarity of aim and design
- Presence of interactivity element
- Relevance to practice

Notification of acceptance will be provided ultimately on **30 April 2019**.

## Important Dates

26 November 2018	First announcement at WALS 2018 First call for proposals / proposal submission open
7 January 2019	Second call for proposals
1 February 2019	Registration open
4 February 2019	Third call for proposals
<b>8 March 2019</b>	<b>Proposal submission closes</b>
30 April 2019	Notification of acceptance
17 May 2019	Deadline registration presenters
Up to and including 11 June 2019	Early bird registration
12 June - 3 August 2019	Regular registration
From 4 August 2019	Late bird and on-site registration
2 September 2019	PhD pre-conference
3 - 5 September 2019	WALS International Conference 2019
6 September 2019	School Visits in Amsterdam, Utrecht and Groningen

## Conference organisation

WALS 2019 is organised by WALS and the Dutch host organisations VU Amsterdam, University of Groningen and University Utrecht in collaboration with Leids Congres Bureau.

## Organising Committees

### Steering Committee

- Dominicus Kamsma MSc, President (VU Amsterdam)
- Dr. Sui Lin Goei, Conference Chair (VU Amsterdam)
- Prof. Klaas van Veen (University of Groningen)
- Prof. Wouter van Joolingen (Utrecht University)
- Marit Wormgoor (Leids Congres Bureau)

### Programme Committee

- Dr. Sui Lin Goei, Chair (VU Amsterdam)
- Dr. Siebrich de Vries, Conference Vice Chair (University of Groningen)
- Prof. Wouter van Joolingen (Utrecht University)
- Dr. Tom Coenen (University of Twente)
- Madeleine Vreeburg MSc (VU Amsterdam)
- Dr. Bregje de Vries (VU Amsterdam)
- Dr. Gerrit Roorda (University of Groningen)
- Dr. Willemijn Schot (Utrecht University)
- Tijmen Schipper MSc (Windesheim University)
- Nol Benders MSc (Christelijke Scholengemeenschap Groningen)
- Marit Wormgoor (Leids Congres Bureau)

### Local Organising Committee

- Madeleine Vreeburg MSc, Chair (VU Amsterdam)
- Zwanie van Rij MSc (University of Groningen)
- Joke Daemen MSc (Utrecht University)
- Jeroen Kloezen MA (Christelijke Scholengemeenschap Groningen)

### PhD Committee

- Tijmen Schipper MSc, Chair (Windesheim University)
- Nicolette van Halem MSc (VU Amsterdam)
- Iris Uffen MSc (University of Groningen)
- Fenna Wolthuis MSc (University of Groningen)
- Melde Gilissen MSc (Utrecht University)
- Elske Muilenburg MSc (University of Twente)

## Three outstanding universities



Leading organising university is **VU Amsterdam**. Ever since it was founded in 1880, VU Amsterdam has been known for its distinctive approach to knowledge. VU is an open organisation, strongly linked to people and society. What matters is not just the acquisition of a greater depth of knowledge, but also a wider one. We ask and expect our students, researchers, PhD candidates and employees to look further – to look further than their own interests and their own field and further than what is familiar and further than the here and now. Academic research and education at VU is characterized by a high level of ambition and encourages free and open communications and ideas.

VU stands for universal university values such as academic freedom and independence, which is reflected in our name ('VU' is the Dutch abbreviation for 'free university'): free from the church, state and any commercial interest. The basic philosophy of VU is expressed in three core values: responsible, open and personally engaged. The teacher training institute of VU Amsterdam is LEARN!, a multidisciplinary institute, that comprises both pedagogical, neuropsychological as well as applied educational studies. Many research projects are carried out in direct collaboration with societal partners (e.g. schools, universities of applied sciences, educational industry and others). The institute carries out both pure and applied research. LEARN! Academy has developed the first Lesson Study facilitator course in the Netherlands and carries out research on how to develop need-supportive teaching strategies for both academics and behaviour by collaboratively designing differentiated lessons.



The **University of Groningen** is an ambitious international research university with strong roots in the northern part of the Netherlands. With an academic tradition dating back to 1614 and a rich heritage, this university is a unique academic community with a strong sense of belonging and a culture of innovative education and research. Many very talented people in a variety of disciplines have studied or worked at the university during the 400 years of its existence, including four Nobel Prize winners, the first female university student in the Netherlands and the first female lecturer, the first Dutch astronaut and the first president of the European Bank.

The department of Teacher Education is part of the Faculty of Behavioral and Social Sciences (FBSS) where students coming from almost all faculties (17 subject matters) are trained to become fully qualified teachers in the Dutch upper secondary educational system. The department has a special interest in the professional development of beginning and experienced teachers. Research on Lesson Study focuses on its effectiveness in the Dutch context (schools and teacher education), the role of the facilitator and the organisation of Lesson Study in schools. Together, these different strands of research investigate the pedagogy and effective development of teacher learning.

Established in 1636, **Utrecht University** is the second largest university in the Netherlands. With seven faculties, 6,700 staff members among whom more than 600 full professors and a yearly budget of 810 million euros, Utrecht University serves a community of over 30,000 students. As a broad university, Utrecht University is working to contribute to a better world. Our graduates have the knowledge and skills to make a substantial contribution to society. Our research is ground-breaking and focused on solving major global issues. Our collaborative culture fosters innovation, new insights and societal impact. The core values of ambition, inspiration, commitment and independence form the basis of our university community.

The **Freudenthal Institute**, part of the science faculty of Utrecht University, specializes in mathematics and science education. Its research focusses on teaching and learning mathematics and science, with a focus on the development of higher order thinking and reasoning skills and scientific literacy and citizenship. Together with the University's Graduate School of Teaching, the Freudenthal Institute is responsible for the education of teachers in mathematics and science. In its master programme *Science Education and Communication*, the focus is on educating research-oriented teachers who have an inquiry stance towards the process of teaching and learning. In this programme, Lesson Study is one of the main instruments to develop this inquiry stance. In its Teaching and Learning Lab, the Freudenthal Institute has an advanced facility to experiment with educational innovation.

# Love to see you in Amsterdam



**WALS 2019 conference secretariat** 

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