F-1: E. History of lesson study and teaching research

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A study on the teaching research organization and its practice in primary and middle schools in late Qing dynasty and the republic of China

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In order to promote the development of new-style education, encouraged teachers to master new methods of teaching and management, educational administrative departments, educational groups, and primary and middle schools established institutions whose main function is to organized primary and middle school teachers to conduct teaching research and discussion during the period of the New Deal (1901-1911) in the late Qing Dynasty. Administrative Department for Education established teaching and research organizations such as Education Research Institutes, and Instructors' Criticism Conferences. Educational groups hold Teacher Training Centers and Single-level Professors' Training Centers. There are normal learning institutes established spontaneously in primary and middle schools. The ten years of the end of the Qing dynasty was the embryo stages of teaching and research organizations. Various types of teaching and research organizations had their own characteristics in terms of their activities. Their work contents had different focuses, some of them even did not achieve the unity of name and fact.

In 1912-1927, the development of primary education was relatively weak, especially the education reform in the 1920s, which put forward higher requirements for the teachers’ level. Within the primary and middle schools, there were organizations such as the Teaching Methods Criticism Society, the Teaching Law Research Society, and the Research Departments of various subjects and so on. With the help of education administration departments, educational groups and university, there have been Teachers’ Criticism Meetings, Summer Workshops, and Summer Schools outside the primary and secondary schools. The early period of the Republic of China was the initial period for the development of teaching and research organizations. Most of these organizations had their own rules and regulations, and clearly defined the objectives, activities and contents, activities, and time of the mission. Especially the teaching and research organizations in the school began to spread to large-scale primary and middle schools in the country led by the famous middle and primary schools.

In the late period of the Republic of China (1927-1949), The National Government and the Ministry of Education established the status of teaching research organizations in the form of decrees and regulations, as well as their membership, work contents, and activities in order to popularize compulsory education and improve the professional level of serving teachers. Two teaching and research systems had formed gradually, including inside and outside school systems. Teaching and research organizations embarked on the path of standardized development. The level of research had improved significantly and the seeds of educational research have emerged. The school system mainly consists of
Sub-divisional Conferences and Teaching and Research Seminars for all subjects, outside-school system mainly included Primary Education Research Seminars, the Summer Vacation Seminar. As the National Government strengthened the centralized and unified education rights, the role of the education administrative department strengthened gradually, while the role of educational groups had been weakened in the standard-development period.

The study found that the development of teaching and research organizations during the period of the late Qing Dynasty and the Republic of China showed three typical characteristics: "bottom-up spontaneity, non-political professionalism, and diversity of research methods." The teaching research organization of the late Qing Dynasty and the Republic of China played an important role in updating teachers' professional knowledge, improving teaching methods, standardizing teaching, and improving the quality of school education. At the same time, the role of teaching and research organizations were not always maintain stability because of the disturbance of war and social environment.

Keywords: teaching and research organization, instructors' criticism conferences, research departments of various subjects, sub-divisional conference, training session for teachers discipline
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Visual analysis of hot spots and trends of development in China's lesson studies

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It has been 16 years since the first article related to lesson studies published in 2002 in China. In order to get a full view of the development of research on China's lesson studies, this study used CiteSpace software to visualize the lesson studies literature published by CNKI from 2002 to 2017. A total of 1059 related documents were analyzed. The results showed that: (1) the research institutions of lesson studies mainly include East China Normal University, Nanjing Normal University, Shanghai Academy of Education Sciences, Shanghai Normal University, Beijing Normal University, etc.; (2) Authors with more research results are as follows: An Guiqing, Hu Qingfang, Yang Yudong, Wang Jie, Yu Jun and others. (3) The main research contents are divided into four aspects. The first is the theoretical study of the lesson studies, such as the connotation, meaning, characteristics, and theoretical basis of the lesson studies; the second is the practical study of the lesson studies, such as the implementation steps and strategy skills of the lesson studies. Third, the specific operation of the lesson studies, such as through the lesson studies to explore the problems in education; Fourth, the further use of lesson studies, such as the use of lesson studies to promote professional development of teachers. (3) The research hotspots mainly focus on lesson studies, classroom teaching, teacher professional development, teaching effectiveness and so on. (4) The research phases can be divided into two period. The first phase should be called as initial development period, which is from 2002 to 2008. The annual number of articles in this stage is small, relatively stable. The second phase can be called as a period of rapid development, which is from 2009 to the present. The number of articles has been increasing year by year, the research content is also more in-depth. (5) The research trends has two features. First, there are more and more research hotspots, and the research is gradually localized. Second, the content of the research is mainly based on practical exploration, and then gradually deep into the theoretical exploration. In the future, research institutions should intensify cooperation, research content should go deep into specific subjects and learning stage, and promote the conversion of lesson theory research and teaching practice.

Keywords: lesson studies, CiteSpace, hotspots, trends, visual analysis
This paper describes the progress and trend of Chinese lesson study for about 15 years by adopting to the content analysis method to nearly 120 papers which come from core journals and CSSCI journals during 2003-2018 by the key words or topic "lesson study". The paper analyses these papers from three dimensions: connotation analysis, research methods and perspectives, as well as related implementation strategies. Recently, study results of theory and practice be richer. There are at least four aspects about the connotation analysis: LS is an effective approach for teacher education and teachers professional development; it is also an essential method of school-based teaching and research which attributed to itself; as a teaching research method or even methodology, the application of LS conduce to the improvement of teaching and learning quality. Furthermore, there are at lest three transitions: from teacher teaching-centered turn to learner studying-centered in the research perspective. What is more, as for the research method, the researchers pay more attention to using the positive research instead of metaphysical theoretical speculation. In addition, as to the research direction, the researchers go for the creation of domestic study gradually rather than depends on translation and introduction from abroad. The research becomes more systematic. However, it mainly focus on the teachers do lesson study even though it has concentrated on students, schools and other objections. Furthermore, it combined with application of information technology and based on different theories which boost the development of lesson study. The article's findings suggest that the study present the trend of being combined with information technology and constructing of various models which link to the examination in reality. More challenges facing study subjects (more than classroom teachers): diverse types of the lesson, and the research objection-human being, who are complicated, so do the fast development of technology. In the new era, lesson study should adjust and create by concentrating on its appropriateness and oriented by the value of teachers and students' life. It contributes to the construction of lesson study model and Chinese lesson study localization in theoretical and practical level in the consequence. In the future, it will focus on (1) the interdisciplinary research, cross-disciplinary research and cross-scope research. For instance, the application of educational neuroscience (2) integrated with technology (3) the special area (4) the multivariate model of LS and (5) the teachers and students' learning behavior.

**Keywords:** Lesson study, literature review, progress and trend