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Professional learning communities – the case of learning study.

Maaß, Katja (ed.) et al., Educating the educators: international approaches to scaling-up professional development in mathematics and science education. Proceedings of the conference hosted jointly by project mascil (mathematics and science for life) and the German Centre for Mathematics Education (DZLM), Essen, Germany, December 15–16, 2014. Münster: WTM-Verlag (ISBN 978-3-942197-77-9/pbk; 978-3-942197-85-4/ebook). Conference Proceedings in Mathematics Education 2, 291-300 (2015).

From the text: Here I will present one form of professional learning community (PLC), related to action research and lesson study, called Learning study. Ever since Learning study was introduced in Hong Kong and Sweden some 15 years ago, thousands of teachers and a great number of educators from universities have been involved in Learning study and more than 50 articles in international journals, PhD-dissertations and books reporting on what teachers and/or students learn, have been published. In my presentation I will focus on its specific characteristics, I will describe and discuss its contributions to the improvement of students' and teachers' learning. Finally, I will reflect on Learning study as a possible candidate for 'clinical research in education' and whether it has the potential to bridge the gap university – school practice.

Classification: D49 D39 B50

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