

1 Case Study 2: The Netherlands

1 Summary of the study

Country	Netherlands
Grade (international)	Bachelor of Education
Subject	Diverse subjects
Research topic	Diverse topics
LS model and variant [link: Chapter 3]	Lesson Study NL model University-School Hybrid LS This variant of LS integrates two stages of teaching to scaffold pre-service teachers' learning. In the first stage, pre-service teachers conduct peer micro-teaching sessions, treating their peers as students to test and refine their lesson plans in a safe, low-stakes environment. Teacher educators and peers provide targeted feedback after each session, enabling pre-service teachers to revise and improve their lesson plans through one or more cycles of reflection and adjustment. In the second stage, the revised lessons are implemented in real classroom settings with school students. This progression from peer micro-teaching to authentic teaching supports pre-service teachers in developing confidence, pedagogical skills, and adaptive lesson design practices, while also allowing teacher educators to align course instruction with pre-service teachers' observed needs. (based on Tan, Goei, & Willemse, 2024)
Stakeholders [link: 2.3 Stakeholders]	Two teacher educators educational scientists in secondary teacher training program and one expert in Lesson Study. Two cohorts of student teachers of Part2 in a School-University Partnership 'Samen Opleiden' (23-24 and 24-25) 23-24: two teams of students, 5 students per team 24-25: 4 students
Number of LS sessions and total of hours	Approximately 9 sessions of each 2 hours Preparation varies per student teacher pending on their own needs
Number and type of research lessons	1 mock-up lesson 1 RL per student in their own intern school

<p>LS phase: Identify issues in teaching and learning</p> <p>[link: 2.1 Lesson study cycle, phase 0]</p> <p>[link to the description of this phase in the detailed NL case study- to be added]</p>	<p>Number of sessions: 2 sessions</p> <p>Choice of the issue:</p> <p>23-24: 1 team – motivation of students and 1 team engagement of students</p> <p>24-25: motivation and digital literacy</p>
<p>LS phase: Study material and learning trajectory. Formulate research question</p> <p>[link: 2.1 Lesson study cycle, phase 1]</p> <p>[link to the description of this phase in the detailed NL case study- to be added]</p>	<p>Number of sessions: 1</p> <p>Material: book Lesson Study in de lerarenopleiding</p> <p>Key points of this phase: challenges with formulating a research question □struggles with defining the research question, concise formulation</p> <p>Research question: zit in de eindwerken</p>
<p>LS phase: Plan research lesson</p> <p>[link: 2.1 Lesson study cycle, phase 2]</p> <p>[link to the description of this phase in the detailed NL case study- to be added]</p>	<p>Number of sessions: 1</p> <p>Key points of this phase: organizing the research lesson in each school and class and consent of the school</p> <p>Structure of the research lesson(s):</p> <p>Following the Dutch book</p>
<p>LS phase: Teach and observe lesson</p> <p>[link: 2.1 Lesson study cycle, phase 3]</p> <p>[link to the description of this phase in the detailed NL case study- to be added]</p>	<p>Number of sessions: 1 mock up and 1 RL</p> <p>Research lesson(s) taught by: student teachers in each team</p> <p>Key points of this phase: observation is difficult and how to observe objectively</p>
<p>LS phase: Reflect on lesson</p> <p>[link: 2.1 Lesson study cycle, phase 4]</p> <p>[link to the description of this phase in the detailed NL case study- to be added]</p>	<p>Number of sessions: 1</p> <p>Stakeholders attending: teacher educators and students</p> <p>Role of the stakeholders: evaluation and reflection</p> <p>Key points of this phase: pinpoint the core issues</p>

<p>LS phase: Share LS report</p> <p>[link: 2.1 Lesson study cycle, phase 5]</p> <p>[link to the description of this phase in the detailed NL case study- to be added]</p>	<p>Number of sessions: presentation in intern school for the teacher team</p> <p>Key points of this phase: school and team thought the focus on learning of students was interesting</p>
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