

Model	Variant	stage Keyperson	Study	Plan	Teach/Observe	Reflect
University-Centred LS	(a) Peer Microteaching Lesson Study	PST	Conduct kyouzai kenkyuu with peers and TEs	Plan the research lesson Individually or collaboratively within the group. Assign specific roles within groups, such as instructor, videographer, and group leader for structured collaboration.	Conduct research lesson or microteaching lessons with peers acting as students or evaluators, often with rotational teaching within groups. Record lessons for video-based reflections, allowing for group discussions. Reteach lessons based on feedback from TE and peers. Observe research lessons alongside PSTs and SBMs.	Engage in intra- and inter-group reflection, both individually and collaboratively, to assess lesson effectiveness. Submit individual written reflections on the LS experience, highlighting personal and collaborative insights.
		TE	Introduce LS concepts and frameworks to PSTs, often through dedicated lectures on LS methodology and reflection tools. Design and structure LS courses with a practical orientation, integrating collaborative lesson planning, microteaching, and reflection.	Provide feedback on initial lesson plans and support PSTs in revising plans.	Collect feedback via checklists for systematic evaluation. Invite external evaluators or experts for additional feedback and exposure to varied perspectives on LS practices. Observe research lesson.	Identify and offer reflective tools for lesson analysis, guiding PSTs toward effective self-evaluation. Lead and facilitate post-lesson discussion Facilitate inter-group and whole-class reflection sessions
		SBM	(To be completed collaboratively with project members)	(To be completed collaboratively with project members)		Provide feedback based on school teaching standards and practical experience. Collaborate with TEs and postgraduate students to provide layered guidance, helping PSTs adapt LS concepts to diverse classroom settings.
	(b) University-Hosted Lesson Study	PST	Engage in identifying and defining the focus or issue for the research lesson	Collaboratively plan research lesson Redesign lesson plan	Conduct research lesson in university with school students	Analyse research lesson's post-implementation Complete individual reflections through a virtual portfolio Implement individual assessment mechanisms, such as virtual reflective portfolios, to evaluate PSTs' understanding and progress. Conduct post-lesson discussion
		TE	(To be completed collaboratively with project members)	Provide close tutoring to PSTs	Observe research lessons	

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Practicum-centered LS	(a) Mentor-Supported Practicum Lesson Study	PST	Review literature on LS Engage in educational theoretical courses in the university Identify problematic topics Select research themes and goals Perform preparatory study sessions in university/seminars Provide LS training to PSTs and SBMs Conduct educational theories and methodologies courses/workshops Provide LS resources such as handbooks, video cases or resource kits Conduct research through lesson observations, analysis of teaching materials and interview with school teachers to have a pre-assessment of the school/classroom community Attend LS training	Collaboratively plan research lessons Select the theme/ research question of the LS cycle Set goals for the LS and research lesson Anticipate students responses Refine lesson plans based on feedback Participate in planning the research lesson	Teach the research lesson while being observed by other PSTs, TEs and SBMs. Co-teach the research lesson with SBMs Rotate the teaching roles among PSTs	Reflect on the research lesson either independently, or jointly with TEs and SBMs. Analyse video recordings of the research lesson, students' work and feedback from peers, TEs and SBMs. Revise the lesson plan for reteaching (if any).
		TE		Give feedback on lesson plans Provide expertise on LS implementation	Observe research lesson	Facilitate the debriefing and reflection session  Join the reflection session with PSTs and TEs to share observations and areas for further improvement
		SBM	Support PSTs in identifying lesson objectives	Guide PSTs during lesson planning Offer practical and context-based feedback on lesson content and delivery	Teach the first research lesson Co-teach the first research lesson with PSTs Observe research lesson	(To be completed collaboratively with project members)
	(b) Independent Practicum Lesson Study	PST	(To be completed collaboratively with project members)	PST A and PST B work together to plan the research lesson, developing a lesson plan collaboratively to ensure shared understanding and alignment of objectives.	In the first round, PST A teaches the lesson while PST B observes, allowing for targeted data collection on student responses and teaching effectiveness. PST B then teaches the revised lesson, with PST A observing. The process repeats, alternating roles, to reinforce reflective practice and lesson refinement.	Engage in a joint review of observations and feedback to amend and improve the lesson plan.
	(c) Teacher-Educator-Supported Practicum Lesson Study	PST	(To be completed collaboratively with project members)	Collaboratively plan research lessons within the LS groups Select strategies such as elicitation to effectively engage students	One PST from each LS group takes turns teaching the research lesson while other PSTs observe. In cases involving video recordings, PSTs watch and review video clips collectively.	Assess the research lesson and consider revisions. May plan and execute a revised research lesson taught by a different PST.
		TE	(To be completed collaboratively with project members)	Give feedback on lesson plans Guide PSTs in refining teaching strategies and lesson objectives	Observe research lesson	Encourage reflection on pedagogical choices and lesson outcomes Support PSTs in analysing recorded video clips and in identifying areas for improvement.
		SBM	(To be completed collaboratively with project members)	(To be completed collaboratively with project members)	Observe research lesson	Offer insights based on their experience in the school context, which aids in aligning lessons with school standards and student needs.

Model	Variant	stage		Study	Plan	Teach/Observe	Reflect
		LS	Keyperson				
Hybrid LS	(a) University-School Hybrid Lesson Study	PST	Study LS-related literature, materials, and engage in pilot studies to familiarise with the LS process.	Work in groups to collaboratively plan research lesson.	Plan individual lessons, sometimes alongside group plans, to develop personal teaching approaches and strategies.	Conduct research lessons in controlled university settings, with peer groups acting as students.	Conduct debriefing sessions after teaching research lesson to analyse lesson outcomes and gather feedback from TEs and peers.
		PST		Employ templates of lesson plan to clarify learning objectives and instructional approaches.	Plan individual lessons, sometimes alongside group plans, to develop personal teaching approaches and strategies.	Take turns teaching while other PSTs observe and collect feedback.	Continuously revise lesson plans based on feedback from TEs, peers and in-service teachers.
		PST			Employ templates of lesson plan to clarify learning objectives and instructional approaches.	May also implement team teaching, where PSTs teach together, simulating collaborative teaching roles.	Use video recordings and checklists for more thorough self-evaluation.
	TE	TE	Provide initial training on LS methodology, often with resources like textbooks and research materials to build foundational knowledge.	Offer guidance during lesson planning phases, including providing feedback on initial designs and helping PSTs focus on key teaching objectives.	Observe research lessons in both university and school settings, gathering insights on PSTs' teaching methods and offering targeted feedback.	Observe research lessons in both university and school settings, gathering insights on PSTs' teaching methods and offering targeted feedback.	Lead and facilitate post-lesson discussion
		TE	Help PSTs understand observation technique and how to give structured feedback.		Collect relevant data, such as lesson plans, videos, and reflections, to evaluate PSTs' teaching development and identify areas of improvement.	Collect relevant data, such as lesson plans, videos, and reflections, to evaluate PSTs' teaching development and identify areas of improvement.	Facilitate intra-group, inter-group, and whole group discussions
		TE					
	SBM	SBM	(To be completed collaboratively with project members)	(To be completed collaboratively with project members)	Observe research lessons	Observe research lessons	Provide feedback to PSTs based on school teaching standards and practical experience.
		SBM			Arrange opportunities for PSTs to observe classes, allowing them to learn from experienced teachers and see LS applied in real classrooms.	Arrange opportunities for PSTs to observe classes, allowing them to learn from experienced teachers and see LS applied in real classrooms.	
		SBM					
	(b) School Hybrid Lesson Study	PST	Create and administer pretests in partner schools to identify areas of student need that shape research lesson content.	Collaboratively plan research lessons, often based on pretest data or diagnostic activities that help identify specific learning goals.	Practice teaching the lesson with peers in university	Collaboratively plan research lessons, often based on pretest data or diagnostic activities that help identify specific learning goals.	Engage in structured reflection with their peers, TEs, and sometimes SBMs to discuss lesson outcomes and gather feedback for revision.
PST		Visit schools to meet students, gather firsthand insights and refine research questions	Adjust lesson plans based on initial observations in school	implement research lessons in schools In certain cases, reteach lessons to different groups of students, integrating observations and feedback from prior sessions.	Adjust lesson plans based on initial observations in school	Use the recorded video clips for analysis	
PST				Record lessons for video-based reflections		Analyze data, especially in cases involving pre- and post-testing, to assess lesson effectiveness and make data-informed improvements.	
TE	TE	Provide foundational lectures and seminars on LS, introducing PSTs to key concepts, frameworks, and video technology to support reflective practices.	Offer structured feedback on lesson plans, helping PSTs clarify instructional objectives and refine lesson content based on evidence from pretests or classroom observations.	Observe the research lesson	Offer structured feedback on lesson plans, helping PSTs clarify instructional objectives and refine lesson content based on evidence from pretests or classroom observations.	Lead and facilitate post-lesson discussion	
	TE					Support PSTs in using video technology in post-lesson analysis and enable PSTs to critically assess their own teaching and student interactions.	
SBM	SBM	Coordinate visits to observe classes and meet students, which helps PSTs build lessons that address actual student needs and skill levels.	(To be completed collaboratively with project members)	Observe the research lesson	(To be completed collaboratively with project members)	Provide both formal and informal feedback to PSTs after research lessons	
	SBM						
(c) School-University Hybrid Lesson Study	PST	(To be completed collaboratively with project members)	Collaboratively plan research lesson	Practice teaching the lesson with peers in university	Collaboratively plan research lesson		
	PST		Reflect and revise lesson collaboratively on the practice lesson	implement research lessons in schools	Reflect and revise lesson collaboratively on the practice lesson	(To be completed collaboratively with project members)	
				Observe peers' research lessons in schools			
				Reteach lessons based on feedback from TE and peers in university			