

Contents

Foreword	xiii
Introduction: to the English Translation	xv
Introduction: translated from the Japanese version	xxv
Chapter 1: Japanese Lesson Study in Mathematics	
Section 1: Japanese Education and Lesson Study: An Overview	
1.1 “How is Lesson Study Implemented?”	2
Takuya Baba	
<i>Hiroshima University</i>	
Section 2: A Brief History of Mathematics Lesson Study in Japan	
2.1 “Where did Lesson Study Begin, and How Far Has It Come?”	8
Masami Isoda	
<i>University of Tsukuba</i>	

Section 3: Official In-Service Teacher Training System	
3.1 How is In-Service Teacher Training Conducted in Japan?	16
Kazuyoshi Okubo	
<i>Hokkaido University of Education</i>	
Section 4: Mathematics Curriculum and Way of Implementation	
4.1 How Has Mathematics Education Changed in Japan?	22
Eizo Nagasaki	
<i>National Institute for Educational Policy Research of Japan</i>	
4.2 How Have the Goals of the Mathematics Curriculum Changed?	26
Eizo Nagasaki	
<i>National Institute for Educational Policy Research of Japan</i>	
4.3 How are Curriculum Standards Improved and Implemented?	30
Yutaka Ohara	
<i>Naruto University of Education</i>	
4.4 How is Each School's Mathematics Curriculum Formulated and Implemented?	36
Shigeo Yoshikawa	
<i>Ministry of Education, Culture, Sports, Science and Technology, Japan</i>	
4.5 Teaching and Assessment Based on Teaching Guides	42
Masao Tachibana	
<i>Morioka City Board of Education (previous position: Ministry of Education, Culture, Sports, Science and Technology, Japan)</i>	
4.6 Textbooks and Teaching Guides	48
Takeshi Miyakawa	
<i>University of Tsukuba</i>	
4.7 What Kinds of Teaching Materials and Aids are Used in Japan?	52
Hiroko Tsuji	
<i>Hokkaido University of Education</i>	
4.8 What do Teachers and Teacher Trainees Think About Lesson Study?	56
Tadayuki Kishimoto	
<i>Toyama University</i>	
Section 5: Comparisons of Features of Past International Comparative Studies	
5.1 Why Have Japanese Lessons Paid Attracted Attention and What are its Features?	60
Hanako Senuma	
<i>National Institute for Educational Policy Research of Japan</i>	

Section 6: Understanding Japanese Mathematics**Lessons**

- 6.1 How do Japanese Teachers Explain and Structuralize Their Lessons? **64**
 Yoshinori Shimizu
University of Tsukuba
- 6.2 How do Japanese Teachers Evaluate Their Students in Their Lessons? **68**
 Hiroyuki Ninomiya
Ehime University

Chapter 2: Methods and Types of Study Lessons**Section 1: Preparation for Lessons**

- 1.1 Annual Teaching Plan as a Plan for Nurturing Students: How should Annual Teaching Plans be Created to Impart Useful Skills and Creative Ways of Thinking? **74**
 Yasuhiro Hosomizu
Attached Elementary School of University of Tsukuba
- 1.2 Teaching Plans in which Questions Continuously Emerge: How to develop lessons in which students says, “Wow, it is really easy to calculate this way!” **78**
 Yasuhiro Hosomizu
Attached Elementary School of University of Tsukuba
- 1.3 Developing Creative Teaching Strategies Aimed at Imparting Diverse Ways of Thinking and Fostering Enjoyment of Learning **86**
 Kozo Tsubota
Attached Elementary School of University of Tsukuba

Section 2: Unique Japanese Lesson Development**– Models and Examples**

- 2.1 The Problem-Solving Oriented Teaching Methods and Examples **92**
 Satoshi Natusaka
Attached Elementary School of University of Tsukuba
- 2.2 Discussion-Oriented Teaching Methods and Examples: Discussion-Oriented Lessons for Improving Students’ Expressive Skills **102**
 Hiroshi Tanaka
Attached Elementary School of University of Tsukuba

- 2.3 Problem-Discovery Oriented Teaching Methods and Examples: 112
 What are Problem-Discovery Oriented Lessons?
 Yoshikazu Yamamoto
Attached Elementary School of University of Tsukuba

Chapter 3: Trends of Research Topics in Japan Society of Mathematical Education

Section 1: Lesson Study in Elementary Schools

- 1.1 What are the Features of Lesson Study Projects Conducted in 124
 Elementary School Mathematics Departments?
 Tadayuki Kishimoto
Toyama University
 Kozo Tsubota
Attached Elementary School of University of Tsukuba
- 1.2 How Have the Goals of Mathematics Education Changed? 126
 Tadayuki Kishimoto
Toyama University
 Kozo Tsubota
Attached Elementary School of University of Tsukuba
- 1.3 How Have Research Trends at the Japan Society of 128
 Mathematical Education National Conference Changed?
 Tadayuki Kishimoto
Toyama University
 Kozo Tsubota
Attached Elementary School of University of Tsukuba

Section 2: Lesson Study in Junior High Schools

- 2.1 The Current Status of Lesson Study in Junior High Schools 130
 Yutaka Oneda
Attached Elementary School of University of Tsukuba
- 2.2 Changes in Curriculum and Class Hours in the New National 132
 Course of Study
 Yutaka Oneda
Attached Elementary School of University of Tsukuba
- 2.3 Research Trends at the Japan Society of Mathematical 134
 Education National Conference
 Yutaka Oneda
Attached Elementary School of University of Tsukuba

Section 3: Lesson Study in High Schools

- 3.1 Current Status of Lesson Study in High Schools **136**
 Kazuhiko Murooka
Ochanomizu University Senior High School
- 3.2 Changes in the High School Curriculum Based on the National
 Course of Study **140**
 Kazuhiko Murooka
Ochanomizu University Senior High School
- 3.3 Research Trends in the High School at the Japan Society of
 Mathematical Education (JSME) National Conference **144**
 Kazuhiko Murooka
Ochanomizu University Senior High School

Chapter 4: Diversity and Variety of Lesson Study

- Case 1: Lesson Study as In-school Training **150**
 Hidenori Tanaka
Makomanai Elementary School
- Case 2: A Study of the Class in Training Course for Teachers with
 Ten Years of Experiences **154**
 Takaharu Komiya
Ibaraki Teacher Training Center
- Case 3: Ties between a University Faculty of Education and Its
 Attached Schools **156**
 Hideki Iwasaki
Hiroshima University
- Case 4: Curriculum Development at Attached Schools **162**
 Yutaka Oneda
Attached Elementary School of University of Tsukuba
- Case 5: Lesson Study: A Partnership among Education Sites,
 Boards of Education, and Universities **166**
 Kazuaki Shimada
Chiba University
- Case 6: Lesson Study Associations **174**
 Izumi Nishitani
Gunma University

- Case 7: Lesson Study in Teacher Education Programs: How do Students Become Teachers That Implement Lesson Study? **176**
 Masami Isoda
University of Tsukuba
- Case 8: Lesson Study Project Supported by Ministry of Education Culture, Sports, Science and Technology: How to Effectively Use Computers in Class **180**
 Yasuyuki Iijima
Aichi University of Education

Chapter 5: International Cooperative Projects

- Case 1: International Comparative Classroom Research Project **184**
 Yoshinori Shimizu
University of Tsukuba
- Case 2: Lesson Study in Thailand **188**
 Maitree Inprasitha
Khon Kaen University
- Case 3: Lesson Study in North America **194**
 Akihiko Takahashi
DePaul University
- Case 4: Lesson Study for the Effective Use of Open-Ended Problems **198**
 Yoshihiko Hashimoto
Yokohama National University
- Case 5: Lesson Study in Philippines **202**
 Shizumi Shimizu
University of Tsukuba
- Case 6: Lesson Study in Cambodia **206**
 Kenji Odani
Aichi University of Education
- Case 7: Lesson Study in Laos **210**
 Noboru Saito
Naruto University of Education

Case 8: Lesson Study in Indonesia Kiyoshi Koseki <i>Gifu Shotoku Gakuen University</i>	214
Case 9: Lesson Study in Egypt Kazuyoshi Okubo <i>Hokkaido University of Education</i>	216
Case10: Lesson Study in Kenya Takuya Baba <i>Hiroshima University</i>	218
Case11: Lesson Study in Ghana Minoru Yoshida <i>Shinshu University</i>	222
Case12: Lesson Study in South Africa Katsunori Hattori <i>Naruto University of Education</i>	226
Case13: Lesson Study in Honduras Eiichi Kimura <i>Tokyo metropolitan Hakuo high school</i>	230

Appendices

Appendix 1: “Exploring the Unfolding of a Cylinder”: A 6th Grade Mathematics Lesson Abraham Arcavi <i>Department of Science Teaching, Weizmann Institute of Science, Israel</i>	236
Appendix 2: “New Ways of Calculation”: A 3rd Grade Mathematics Lesson Abraham Arcavi <i>Department of Science Teaching, Weizmann Institute of Science, Israel</i>	240

Appendix 3: “I Understand What You Want to Say!”: A 5th Grade Mathematics Lesson	244
Abraham Arcavi <i>Department of Science Teaching Weizmann Institute of Science, Israel</i>	
Appendix 4: “How Many Blocks?”: A 1st Grade Mathematics Lesson	248
Aida Yap <i>National Institute for Science and Mathematics Education Development, Philippines</i>	