

Lesson Study in Physical Education: Implications for Preservice and Inservice Teachers

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Teacher professional development (PD) is vital as teachers cannot possibly learn everything during their college and university preparation programs. Rapid changes in society (i.e. shifting student demographics, increased technological advances) require ongoing PD that responds to teachers' and children's evolving needs. Physical education teachers (PETs) are no different than other teachers in that they need ongoing PD to stay current and effective as they work to provide physical literacy to all of their students. Research on PD for PETs has been extensive yet has not led to widespread changes in how PD is experienced by PETs. Often PD is a one day event, or an off-site seminar that rarely brings about sustained changes in teaching practice. While there is a body of evidence that suggests PD should be (a) content specific, (b) take place over time, (c) be rooted in local teaching contexts, (d) and address real-life issues of teaching and learning, most PD does not reflect these components. Lesson study (LS) is a promising type of PD that began in Japan but now exists in over 60 countries worldwide. There are four parts to LS: (a) research topic or issue, (b) create collaborative lesson plan, (c) teach lesson, and (d) reflect and discuss the lesson and its impact on the research topic. LS has been used in math, science, and reading, and has shown to positively influence both teacher and student learning. LS in physical education for both preservice and inservice PETs is a very worthy research agenda.