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Workshop: Enhancing Learning and Teaching with Learning Study and Variation Theory

Guest Lecture by
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DIENSTAG, 6. SEPTEMBER 2016
09.00 bis 17.00 Uhr

Alpen-Adria-Universität Klagenfurt
Sterneckstraße 15, 9010 Klagenfurt, Raum S.0.16 (Aula)

Enhancing Learning and Teaching with Learning Study and Variation Theory

Workshop on 6th September 2016

Learning Study has been adopted as a main collaborative action research approach for teacher professional development in Hong Kong since 2000. Learning Study is a special type of Lesson Study. Its uniqueness lies in the adoption of Variation Theory as its guiding principle. Variation Theory argues that learning is always directed to a certain object of learning. Each object of learning bears many various aspects. Some of the aspects are more critical than the others and should be the very focus of teaching. In order to discern the critical aspects, a person needs to experience variation corresponding to these aspects.

The whole-day workshop starts with a brief introduction to Variation Theory. It then illustrates the two critical features of Variation Theory with substantial examples from Learning Study projects in Hong Kong: 1) identifying critical aspects of an object of learning before teaching, and 2) utilising variation as pedagogical design to highlight the critical aspects for students' discernment.

Part 1: How to identify critical aspects for students to learn?

Part 1 explores on how to identify critical aspects of an object of learning before teaching. Teachers first need to examine the knowledge structure of the selected object of learning. They can then understand students' ways of seeing the object of learning through diagnostic analysis

of data from pre-&post-tests and pre-& post-lesson interviews. Based on such understanding, critical aspects can be identified for students to learn.

Part 2: How to maximize student learning with variation?

Part 2 discusses how variation patterns are designed for students to discern critical aspects. It also pinpoints some important techniques maximizing opportunities of discernment, including questioning skills, visual presentation, accuracy of pedagogical language and collaborative learning.

The workshop concludes with implications for using Learning Study and Variation Theory to enhance learning and teaching in schools.

Dr. Ellen Yuefeng Zhang, University of Hong Kong:

Dr. Zhang is an Assistant Professor of Department of Curriculum and Instruction in the Education University of Hong Kong, a Council member of The World Association of Lesson Study and Vice President of Hong Kong Society of Small Class Teaching. Her research and publication focus on effective learning and teaching, teacher professional development and school leadership. She has conducted training workshops to principals and teachers in Hong Kong, mainland China, Taiwan, Singapore, Indonesia, Sweden and the United Kingdom.

Die Veranstaltung wird vom Institut für Unterrichts- und Schulentwicklung (Alpen-Adria-Universität Klagenfurt) angeboten. Eingeladen sind Lehramtsstudierende, LehrerInnen, WissenschaftlerInnen, Aus- und FortbildnerInnen an Pädagogischen Hochschulen und Universitäten sowie alle Interessierte.

Anmeldung bis 25.8.2016 erbeten unter: office-ius@aau.at
(max. 35 TeilnehmerInnen)