

ZLB Kolloquium 30 März 2017

Ellen Yuefeng Zhang

Enhancing Learning and Teaching across Subjects with Learning Study: Experiences from Hong Kong

Learning Study has been adopted as the 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. This lecture illustrates these key features with rich examples from different subjects. It then explores the impact of Learning Study on student learning, teacher profession development and school advancement. It concludes with implications for promoting and sustaining Learning Study in schools.

Dr. Ellen Yuefeng Zhang

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, the United Kingdom and Austria.



Zhang, Y. (2015). Sustaining Lesson Study in schools with positive peer leadership: A case study in Hong Kong. *The International Journal for Lesson and Learning Studies*, 4(2), pp.140-154.

Zhang, Y. (2014). How does Learning Study enhance school-based curriculum development? *Curriculum Perspectives*, 34(1), pp.1-10.