

## The Lesson Study: learning to unlearn in teacher training

### *La Lesson Study: aprender a desaprender en la formación docente*

Date of receipt: 2024-06-11   Date of acceptance: 2024-11-20   Date of publication: 2025-05-10

**Brigitte Estefania Pinto Ayala<sup>1</sup>**

Universidad Cesar Vallejo, Perú

[brigitteestefania2@gmail.com](mailto:brigitteestefania2@gmail.com)

<https://orcid.org/0000-0003-2895-8053>

**Martha Cecilia Peñas Moreno<sup>2</sup>**

Universidad Nacional de Educación, Ecuador

[cecilia00597@gmail.com](mailto:cecilia00597@gmail.com)

<http://orcid.org/0000-0001-9364-4857>

**Viviana Priscila Neira Quintero<sup>3</sup>**

Universidad Nacional de Educación, Ecuador

[viviana.neira@unae.edu.ec](mailto:viviana.neira@unae.edu.ec)

<https://orcid.org/0000-0003-2895-8053>

**Jefferson Geovany Castañeda Fuentes<sup>4</sup>**

Universidad César Vallejo, Perú

[Jeff64@hotmail.es](mailto:Jeff64@hotmail.es)

<https://orcid.org/0000-0003-2597-6686>

## Abstract

In the current educational context, the need for teachers to learn to unlearn is presented as a crucial problem. The objective of this study is to analyze how Lesson Study allows education professionals to adapt to constant changes in the pedagogical field and renew their practices to offer quality and relevant teaching to 21st century students. To address this problem, a methodology based on a documentary review was implemented to seek critical reflection on teaching practices, openness to new ideas and approaches, and the willingness to question and modify deep-rooted beliefs about teaching. The main results obtained revealed an increase in the motivation and commitment of teachers, as well as significant improvements in the quality of pedagogical practices. The students, in turn, showed greater interest in learning and better academic performance. In conclusion, the process of unlearning and learning new ways of teaching was fundamental for the updating and continuous improvement of teaching work, highlighting the importance of flexibility, adaptability and willingness to change in the educational field.

**Keywords:** Lesson Study, teacher professional development, collaboration, educational improvement, critical reflection

## Resumen

En el contexto educativo actual, la necesidad de que los docentes aprendan a desaprender se presenta como una problemática crucial. El objetivo de este estudio es analizar cómo la Lesson Study permite a los profesionales de la educación adaptarse a los cambios constantes en el ámbito pedagógico y renovar sus prácticas para ofrecer una enseñanza de calidad y pertinente a los estudiantes del siglo XXI. Para abordar esta problemática, se implementó una metodología basada en la revisión documental para buscar la reflexión crítica de las prácticas docentes, la apertura a nuevas ideas y enfoques, y la disposición a cuestionar y modificar creencias arraigadas sobre la enseñanza. Los principales resultados obtenidos revelaron un aumento en la motivación y el compromiso de los docentes, así como mejoras significativas en la calidad de las prácticas pedagógicas. Los estudiantes, a su vez, mostraron un mayor interés en el aprendizaje y un mejor desempeño académico. En conclusión, el proceso de desaprender y aprender nuevas formas de enseñanza resultó fundamental para la actualización y mejora continua de la labor docente, destacando la importancia de la flexibilidad, la adaptabilidad y la disposición al cambio en el ámbito educativo.

**Palabras clave:** Lesson Study, desarrollo profesional docente, colaboración, mejora educativa, reflexión crítica

## Introduction

Nowadays, learning is not only about acquiring new knowledge but also about questioning and reorganizing existing knowledge—a process that may involve unlearning to make way for new ideas. For teachers, the ability to unlearn and relearn is essential, especially when faced with the need to modify long-established educational practices in changing contexts. Two key concepts in this process of teacher updating and transformation are Lesson Study and learning to unlearn.

Lesson Study, originating from Japan, is a collaborative methodology in which teachers plan, observe, and reflect on lessons together, offering a space for critical analysis of their pedagogical practices (Peña & Pérez Gómez, 2019). This approach fosters peer learning and provides a structure that invites educators to revisit—and often abandon—outdated methodologies. In this sense, Lesson Study serves as a facilitator of unlearning, since by working collaboratively, teachers are prompted to reassess what they know and how they apply it in the classroom.

On the other hand, learning to unlearn becomes a crucial skill for teachers aiming to improve their educational practices. Unlearning involves letting go of habits or approaches that are no longer effective in order to adopt new methods that better meet current educational needs (Garzón, 2021). Lesson Study plays a fundamental role in this process, as it provides a framework for reflection and continuous feedback, allowing teachers to identify which of their practices need to be updated or even completely abandoned.

Several authors related to education and teacher training highlight the importance of this educational strategy and the concept of unlearning to enhance teaching. Gómez and Gómez (2021) state that the process of learning to unlearn requires deep questioning of entrenched beliefs and practices in education. This approach demands that teachers reflect critically on their own pedagogical experiences and be open to detaching from traditional approaches that no longer meet current demands. They also emphasize the importance of adaptability in the face of constant changes in the educational environment, allowing educators to evolve and adopt more relevant and innovative methodologies that foster meaningful and dynamic learning.

Likewise, Sumba et al. (2022) emphasize in their study that the expression learning to unlearn emerges as a crucial skill for educators who aspire to become true agents of change within the educational system. This process involves continuously rethinking their educational approach in order to improve classroom procedures and respond to the challenges of contemporary education, driving transformations that meet new demands in teaching and learning. Thus, this continuous process of reflection and renewal allows teachers to stay current and provide quality education to their students. Therefore, teachers must be prepared to unlearn what is no longer relevant and learn new teaching methods that address today's student needs.

In this context, it is important to understand that the changes that lead teachers to continuous learning are the result of external societal factors such as technological advances, the construction of new realities, and interculturality brought about by migration and globalization. As a result, today's students and their needs are shaped by new factors, which in turn has caused traditional teaching methods to lose the impact they once had 10 or 15 years ago. Therefore, it is essential to

seek alternatives such as methodologies, strategies, or techniques that contextualize knowledge, enabling students to achieve meaningful learning.

In response, Mujica (2020) points out that the rapid evolution of society and technology imposes constant challenges on teachers, who must adapt and renew their pedagogical practices to respond to students' changing needs. In this context, it is essential for educators to remain up to date and engaged in ongoing professional development to ensure quality education that prepares students to face the challenges of the 21st century. Collaboration among teachers and the use of technological tools are key factors in promoting meaningful and relevant learning in the classroom.

Similarly, Jimpikit Unkuch et al. (2024) emphasize that the integration of innovative methodologies, along with the development of skills such as critical thinking and problem-solving, is fundamental to preparing students for an increasingly demanding and competitive future. Therefore, it is crucial that teachers maintain an open attitude toward experimentation and creativity in their teaching practice, thereby fostering the holistic development of their students.

However, many education professionals face challenges in unlearning deeply rooted traditional methodologies and adopting more innovative and effective approaches, due to resistance to change and a lack of ongoing training in new pedagogical strategies. Córca (2020) and Casa et al. (2022) indicate in their studies that resistance to change hinders teaching quality and the achievement of optimal learning outcomes. For this reason, López-Larios et al. (2023) argue that it is essential for teachers to receive continuous training and support to update their skills and knowledge, and to foster an open mindset toward educational innovation.

Padilla and Alcocer (2023) suggest that educators must receive support and training to adapt to the demands of an ever-evolving educational environment, as ongoing updates in new methodologies will enable them to improve the quality of teaching and student learning. This aligns with Velásquez and Atehortúa (2024), who state that the lack of pedagogical updates can create a gap between students' learning expectations and the strategies used by teachers, negatively affecting motivation and academic performance. This underscores the importance of keeping teachers up to date with teaching methodologies and tools. Likewise, continuous professional development enables teachers to adapt to the changing needs of students and foster a more effective learning environment. In this way, innovation is encouraged and quality education is ensured.

Da Silva et al. (2022) point out that resistance to change can contribute to a disconnect between theory and practice in the classroom, thus limiting professional development and teaching effectiveness. Therefore, it is essential for teachers to stay up to date with new methodologies and educational approaches in order to adapt to the ever-evolving needs of students. This promotes a dynamic and enriching learning environment that fosters student academic success. Moreover, a willingness to change and grow as an educator can significantly improve teaching quality and have a positive impact on the learning process, thus fostering a more effective and enriching learning environment for everyone involved in education.

Collaboration among colleagues and the creation of learning communities can be key to encouraging the adoption of innovative teaching practices. Sumba and Mejía (2021) state that

educational institutions should promote a culture of collaboration and teamwork among teachers to encourage the exchange of experiences and best practices. By creating an environment where educators can share their knowledge and learnings, the professional development of each team member is enhanced. Teamwork enables teachers to address educational challenges from multiple perspectives, facilitating the creation of innovative and effective solutions. In addition, the regular exchange of experiences and successful strategies helps standardize high-quality teaching practices across the institution. Ultimately, this collaborative culture strengthens the sense of community and mutual support among teachers, creating a more cohesive and dynamic educational environment that benefits both educators and students.

Pérez (2022) argues that the barriers preventing the effective implementation of new pedagogical and technological methodologies in the classroom can be overcome by promoting collaboration and teamwork among teachers, which will significantly contribute to improving overall educational quality. He also emphasizes the importance of educational institutions fostering a culture of change and continuous improvement, providing the resources and opportunities necessary for educators to adapt to pedagogical and technological innovations.

According to Llinás and Guerra (2022), the only way to overcome the barriers that prevent the implementation of more effective pedagogical practices that align with current educational demands is for educational institutions to promote a culture of change and continuous improvement. This would drive innovation in the educational field and ensure that teachers are prepared to adapt to new demands and challenges in today's world.

For this reason, Elliott (2015) states that ongoing teacher training, continuous professional development, and openness to innovation are key to overcoming resistance to change and improving educational quality. Teachers must be willing to update their pedagogical practices to ensure meaningful and relevant learning for students, which requires a constant attitude of reflection and a readiness to adapt to society's changing needs. Moreover, it is essential for teachers to stay up to date with new technologies and educational methodologies to provide quality education in a rapidly evolving world.

Given the growing need to adapt to an ever-changing educational environment, it becomes imperative to explore training strategies that facilitate unlearning and promote the continuous professional development of teachers. These strategies should focus on the development of soft skills, the integration of innovative educational technologies, and active participation in collaborative learning communities—elements that are crucial for ensuring effective teacher training.

This study aims to establish a connection between Lesson Study and the concept of learning to unlearn as it clearly manifests in teacher education. By participating in collaborative Lesson Study sessions, educators recognize the need to replace outdated pedagogical methods with more effective approaches. In this sense, unlearning involves actively transforming previous knowledge to improve teaching.

Thus, Lesson Study becomes a valuable tool for professional development and educational innovation, providing a framework for improving teaching through evidence-based practices and peer dialogue. This methodology allows teachers to identify areas for improvement and collaborate on implementing positive changes in the classroom, fostering a culture of continuous learning within institutions. In this way, the educational community is strengthened, and professional growth is enhanced, based on the concept of learning to unlearn—a key paradigm for the evolution of teacher training that promotes the abandonment of obsolete pedagogical concepts and practices. Unlearning, therefore, involves not only recognizing the limitations of traditional methods but also opening up to new perspectives and innovations.

In this regard, Souza et al. (2021) indicate that unlearning has gained relevance as a strategy that promotes critical reflection and the transformation of prior knowledge, thereby facilitating meaningful learning.

Thus, a collaborative methodology is proposed to improve teaching and learning, positioning unlearning as a fundamental process for teachers' professional development through Lesson Study. The present study's main objective is to examine the role of Lesson Study as a training strategy to improve teaching practice, analyzing the benefits, challenges, and necessary conditions for its effective implementation in various educational contexts, including that of the educational unit in the city of Quevedo.

Hence, there is a need to explore training strategies that facilitate the process of unlearning and promote the ongoing professional development of teachers. These strategies must focus on the development of soft skills, the use of innovative educational technologies, and participation in collaborative learning communities to ensure continuous and effective teacher education.

The relationship between Lesson Study and learning to unlearn becomes evident when teachers, through these collaborative sessions, recognize that certain pedagogical methods need to be replaced by more effective ones. In this sense, unlearning is not simply about forgetting, but about actively transforming what one knows to improve teaching. Gómez and Gómez (2021) argue that this process is essential for teachers to adjust to contemporary demands, while Calvo Salvador et al. (2021) emphasize how the collaborative learning involved in Lesson Study facilitates this change.

Lesson Study is thus positioned as an effective tool for teacher professional development and educational innovation, as it provides a framework for improving teaching based on evidence and peer dialogue. It can significantly contribute to educational quality. Its focus on reflection and collaboration allows teachers to identify areas for improvement and work together to implement positive changes in the classroom. Furthermore, it promotes the creation of a culture of continuous learning in educational institutions, encouraging the exchange of ideas and experiences among education professionals. In doing so, the educational community is strengthened and teachers' professional growth is enhanced.

On the other hand, learning to unlearn should be considered a fundamental concept in the teacher training process, as it is an integral part of continuous teacher education and should not be

confined to initial training based solely on theoretical learning from universities or teacher training colleges. Calvo Salvador et al. (2021) argue that the concept of learning to unlearn is key to the evolution of teacher education, as it encourages the abandonment of pedagogical concepts and practices that have become obsolete. This process involves not only recognizing the limitations of traditional methods but also opening up to new perspectives and innovative approaches.

Finally, Souza et al. (2021) note that the concept of unlearning has gained significance in the educational field as a strategy that promotes critical reflection and the transformation of previous knowledge to enable meaningful learning. In this way, a collaborative methodology is proposed to improve teaching and learning, with unlearning positioned as a fundamental process in teachers' professional development. In this context, the present study aims to examine the role of Lesson Study as a training strategy for improving teaching practice, identifying the benefits, challenges, and necessary conditions for its effective implementation in various educational contexts.

## Methodology

The main objective of this research was to conduct a documentary review to explore the practices associated with Lesson Study. This process enabled a deep understanding of this educational methodology through the search for relevant information and a detailed analysis of the findings. Additionally, the study aimed to identify the advantages and disadvantages of implementing this methodology in educational settings, as well as possible recommendations for its effective application. The results provided a broad perspective on the effectiveness of this methodology in improving the teaching-learning process.

### 2.1. Type of Research

The research adopted a descriptive, qualitative approach, involving a systematic review of existing literature on Lesson Study. Rather than generating new data or experimental results, it synthesized and analyzed the accumulated knowledge in this field, identifying trends, approaches, and prevailing practices. This approach enabled the identification of best practices and areas for improvement in implementation, while also contributing to the theoretical development of this educational methodology. Furthermore, the study aimed to establish connections among different studies to offer a more comprehensive and coherent view of the topic.

This research was conducted following the PRISMA guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The choice of these guidelines was justified by their ability to ensure the rigor and precision of the study. PRISMA provides a standardized framework that allows researchers to clearly and transparently structure the systematic review process, ensuring that every stage—from the formulation of the research question to the presentation of results—is thoroughly documented.

Inclusion criteria were established to select peer-reviewed scientific articles published within the last five years (from 2019 to 2023), with the goal of ensuring the relevance and currency of the data



analyzed. Original articles in both Spanish and English were included, sourced from databases such as Scielo, Scopus, Redalyc, and the Google Scholar search engine.

The search strategy employed logical Boolean operators (AND, OR, NOT) to optimize results and cover as much relevant information as possible. The keywords used were Lesson Study, teacher training, professional development, and educational improvement, ensuring adequate coverage of the key aspects of the topic under study.

The study focused on primary sources, meaning original and direct data related to the research topic. Priority was given to open-access articles to include recent and relevant research. These primary sources included empirical studies that collected original data through surveys, interviews, and case studies that explored the implementation of the Lesson Study methodology and its impact on teacher training and professional development. Additionally, qualitative studies were analyzed to gain a deeper understanding of teachers' experiences in Lesson Study processes through interviews and focus groups, aiming to assess the effectiveness of this training strategy.

Finally, case studies provided insight into specific contexts where Lesson Study was implemented, analyzing challenges and successes, which proved valuable in drawing lessons applicable to other educational institutions.

Regarding the exclusion criteria, secondary sources such as blogs, videos, theses, gray literature, and reports were excluded to maintain the academic and scientific quality of the study. Articles published before 2019 were also excluded to ensure the information was up to date.

After applying the PRISMA method to search for studies, the following results were obtained:

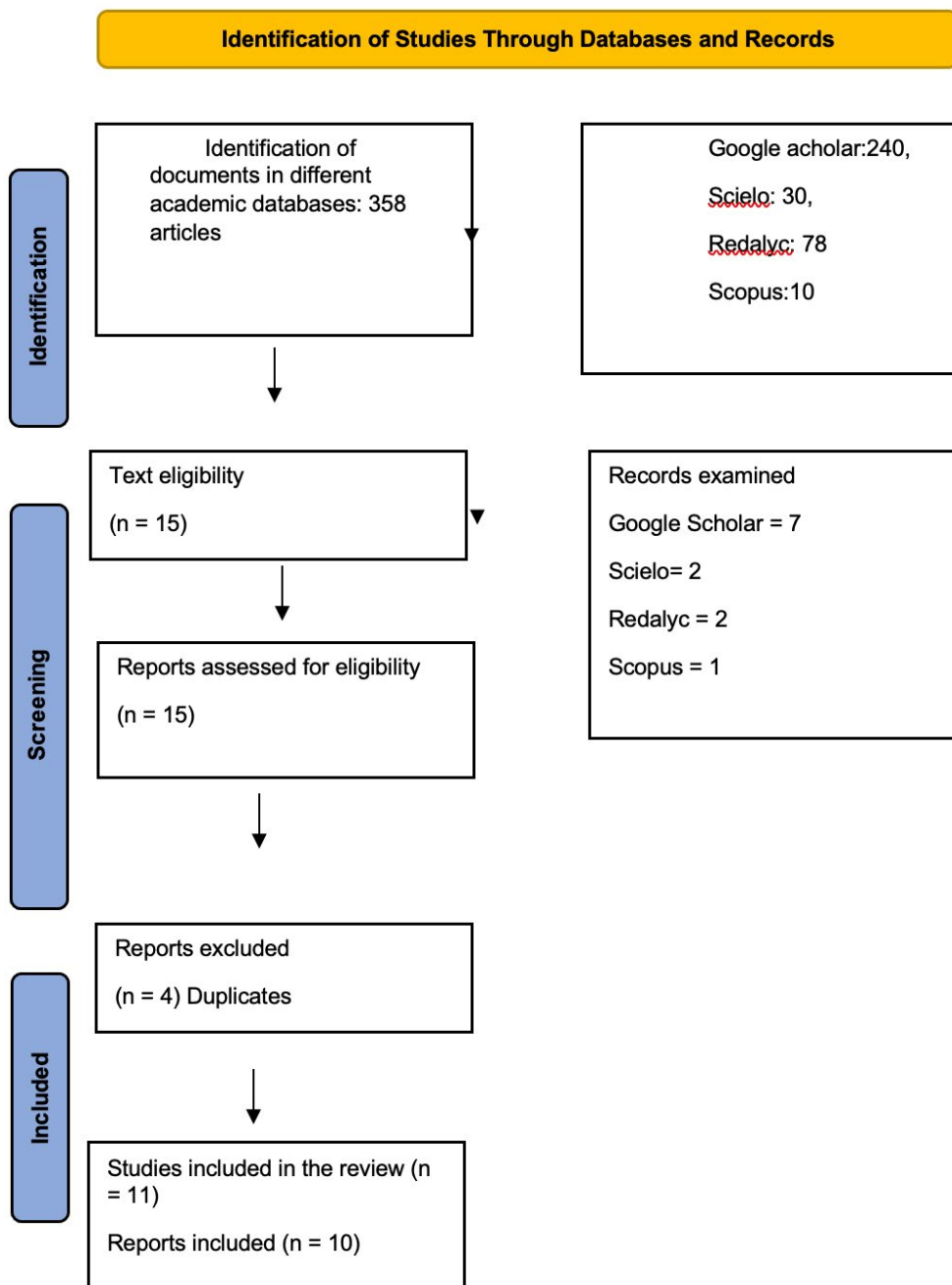
- Google Scholar: 240 results
- Scielo: 30 results
- Redalyc: 78 results
- Scopus: 10 results

An advanced search was then conducted in each database, consolidating:

- 4 articles from Google Scholar
- 1 from Scielo
- 3 from Redalyc
- 2 from Scopus

In total, 10 reports were rigorously evaluated to determine their validity, as detailed below.



**Figure 1***PRISMA Analysis of the Investigated Databases*

## 2.2 Study Phases

The study will be divided into several phases in order to ensure a systematic and comprehensive process:

2.2.1 Planning and Definition of Inclusion Criteria

A meticulous planning phase will be conducted, which will include defining the inclusion criteria to filter relevant information. These criteria will be designed to ensure the selection of pertinent documents that specifically address Lesson Study.

2.2.2 Inclusion and Exclusion Criteria

As shown in Table 1, the inclusion and exclusion criteria are as follows, and these helped filter the amount of information according to the necessary specifications.

Table 1  
Selection Criteria

Criterios de Inclusión	Criterios de Exclusión
<b>Relevancia temática:</b> Los documentos deben abordar específicamente la <i>Lesson Study</i> y sus prácticas.	<b>Literatura gris:</b> Se excluyeron documentos que no estuvieran publicados en revistas indexadas o fuentes académicas reconocidas.
<b>Actualidad:</b> Los documentos deben haber sido publicados en los últimos años (2019 -2024) garantizar la relevancia y vigencia de la información.	<b>Documentos no pertinentes:</b> Se excluyeron aquellos documentos que no estuvieran directamente con la <i>Lesson Study</i> o que trataran sobre temas ajenos.
<b>Enfoque educativo:</b> Los documentos deben centrarse en el ámbito educativo y su aplicación práctica.	<b>Artículos menores al 2019:</b> A menos que fueran considerados textos canon en el tema de la <i>Lesson Study</i> .
<b>Idioma:</b> Se consideraron documentos en español e inglés, con el objetivo de ampliar el alcance de la revisión y abarcar una mayor diversidad de fuentes.	<b>Idioma:</b> No se consideraron documentos que estén en otros idiomas fuera del español e inglés,
<b>Participantes:</b> Se incluyeron documentos que abordaran experiencias y perspectivas de docentes y estudiantes como actores clave en el contexto de la <i>Lesson Study</i> .	

Note: Own elaboration.

To evaluate the quality of the selected articles, several rigorous methods were applied. First, a methodological quality assessment was conducted, reviewing the internal and external validity of the studies, the coherence of the objectives, and the clarity of the methods used. Additionally, a critical appraisal was performed using checklists such as the CASP (Critical Appraisal Skills Programme) for both qualitative and quantitative studies, which helped identify potential biases, weaknesses in study design, and the robustness of the results. Finally, the indexing of sources in recognized academic databases such as Scopus and Web of Science was verified to ensure that the selected studies had a relevant impact in the academic field.

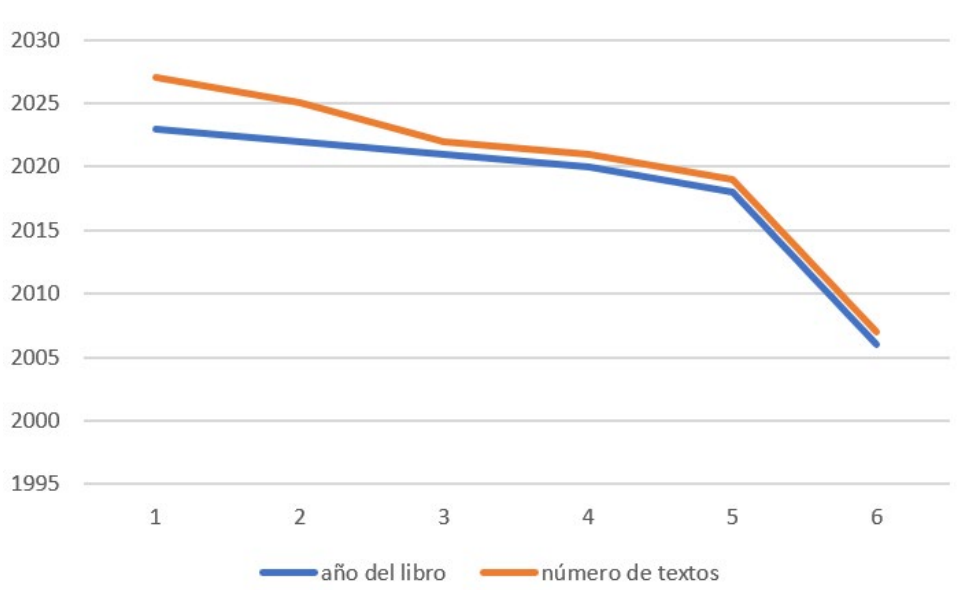
Results

Table 2 presents the results obtained from the information search in different databases, applying the previously established inclusion and exclusion criteria.

**Table 2***Results*

Categoría	Resultados	Análisis
Mejorar la práctica docente	De acuerdo a Yusella et al. (2023) permite a los docentes observar, analizar y refinar sus estrategias de enseñanza en un entorno colaborativo, utilizando datos concretos del aprendizaje de los estudiantes. - Fomenta el intercambio de conocimientos y experiencias entre docentes, creando una comunidad de aprendizaje profesional (Simón et al., 2018).	- La implementación exitosa de Lesson Study requiere un compromiso sostenido por parte de los docentes, la administración escolar y las autoridades educativas. - Es fundamental contar con recursos y tiempo adecuados para la planificación, observación y análisis de las lecciones. - Se requiere una cultura escolar que valore la colaboración, la reflexión y la mejora continua.
Dificultades a lo largo de la vida para la práctica docente	- Los docentes enfrentan diversos desafíos en su vida profesional, como la falta de recursos, el aumento de la carga de trabajo, las demandas cambiantes de los estudiantes y la sociedad, y la necesidad de actualización constante (Gómez, 2022). - Estas dificultades pueden afectar negativamente la motivación, el bienestar y la eficacia docente (Fernández, 2021); (Lewis et al., 2006) .	- Es necesario brindar a los docentes el apoyo y los recursos necesarios para afrontar estos desafíos. - Se deben implementar políticas y programas que promuevan el bienestar docente y la formación continua. - Es fundamental fomentar una cultura escolar positiva y colaborativa que valore el trabajo docente.
Educación continua y formación	- La educación continua y la formación son esenciales para que los docentes se mantengan actualizados y adapten sus prácticas a las necesidades cambiantes de los estudiantes y la sociedad (Rubio, 2023). - Existen diversas modalidades de educación continua y formación, como cursos, talleres, seminarios, programas en línea y comunidades de aprendizaje profesional (Corica et al., 2023). - La participación en actividades de educación continua y formación puede tener un impacto positivo en la práctica docente y el aprendizaje de los estudiantes.	- Es necesario que las instituciones educativas y las autoridades educativas brinden oportunidades de educación continua y formación de alta calidad a los docentes. - Los docentes deben ser incentivados a participar en actividades de educación continua y formación. - Se deben reconocer y valorar los logros de los docentes en materia de educación continua y formación.
El Aprendizaje docente	- El aprendizaje es un proceso complejo y multifacético que involucra cambios duraderos en el conocimiento, las habilidades, las actitudes y los comportamientos de los individuos (Usieva, 2022). - El aprendizaje ocurre en diversos contextos, tanto formales como informales, y a lo largo de toda la vida (Marhayani et al., 2022). - Existen diferentes teorías del aprendizaje que explican cómo aprenden los individuos (Estrella & Olfos, 2023) (Robles & Gómez, 2020).	- La comprensión del aprendizaje es fundamental para diseñar y implementar prácticas docentes efectivas. - Los docentes deben conocer las diferentes teorías del aprendizaje y cómo aplicarlas en su práctica. - Es importante crear entornos de aprendizaje que fomenten el aprendizaje activo, colaborativo y significativo.

Note: Own elaboration.

**Figure 1***Tendencia de los textos seleccionados*

Note: Own elaboration, 2024.

The Lesson Study methodology has gained attention in recent years as an innovative strategy for teacher improvement. It is a collaborative cycle that allows teachers to plan, implement, observe, and reflect on their teaching practices. This research-based and collaborative approach has proven to be beneficial in enhancing teaching and learning. Therefore, the discussion in this study has been structured into categories.

### 3.1 Improving Teaching Practice

Lesson Study is a professional development methodology that has been shown to be effective in improving pedagogical practice and student learning outcomes in various educational contexts (Simón et al., 2018). This aligns with findings from Yusella et al. (2023), who support this claim by reporting significant progress in elementary students' writing skills following its implementation. Specifically, there was a 3.11% increase in written expression abilities and a notable 21.43% increase in the proper use of capitalization and punctuation. These results demonstrate that Lesson Study not only fosters tangible improvements in student skills but also creates a collaborative environment where teachers can refine their pedagogical practices.

Hervas (2023) has confirmed these findings, emphasizing that Lesson Study fosters the development of critical thinking, problem-solving, and teamwork skills in both students and teachers. Additionally, this methodology has contributed to the creation of professional learning communities, which in turn strengthen instructional leadership and a culture of continuous improvement in educational institutions.

### 3.2 Lifelong Challenges in Teaching Practice

Throughout their careers, teachers face various challenges that can hinder their professional growth. However, implementing Lesson Study offers a pathway to address these difficulties collaboratively and reflectively. Soto Gómez (2022) notes that it encourages greater openness and flexibility in teaching practices, which enriches the diversity of educational approaches. Moreover, the collaboration promoted by Lesson Study can help overcome barriers such as the limited connection between theory and practice in initial teacher training.

Lesson Study has proven to be an effective tool for addressing the challenges teachers encounter during their careers and for promoting their professional development. As Gómez (2022) points out, it fosters openness and flexibility in pedagogical practices, enhancing the diversity of teaching approaches—especially important as teachers often struggle to connect theory to practice, particularly during early training.

Other studies support these findings. For example, Fernández (2021) highlights that Lesson Study facilitates teacher collaboration, enabling them to overcome individual obstacles and develop a sense of community and shared responsibility. Similarly, Lewis et al. (2006) report that the methodology encourages critical reflection on practice, contributing to the continuous improvement of pedagogical skills.

### 3.3 Continuing Education and Training

Lesson Study not only benefits teachers in their initial training but also offers opportunities for ongoing professional development. Rubio (2023) states that it contributes to professional growth through collaboration among participants, suggesting its value as a tool in continuing education programs for teachers. Furthermore, Corica et al. (2023) highlight that it has been effective in teacher development across various domains, including moral education. These findings underscore the versatility of Lesson Study as a professional learning strategy that can be adapted to different contexts and educational needs.

### 3.4 Teacher Learning

Lesson Study impacts not only teaching practice but also student learning processes. Yusella et al. (2023) show that its implementation led to significant improvements in elementary students' writing skills. This suggests that teacher collaboration and the reflective focus promoted by the methodology can lead to more effective and meaningful student learning.

Collaboration among teachers is key to this process. It can play a central role in shaping educational practices, particularly by becoming a mechanism for teacher learning and continuous professional development, embedded in the daily activities of schools. Collaboration can thus be a key driver in defining educational practice (Estrella & Olfos, 2023).



Additionally, student motivation and academic performance are often negatively affected by inefficient teaching practices. The creation of collaborative structures in schools is a useful instructional and training resource. Student engagement in learning activities can have a positive impact on their perception of participation opportunities (Robles & Gómez, 2020).

Lesson Study also emerges as an invaluable tool for enhancing teaching practices and promoting continuous professional development. Usieva (2022) emphasizes that it fosters collaboration and professional growth among teachers, allowing them to improve their teaching through feedback and peer observation. Moreover, Marhayani et al. (2022) highlight that Lesson Study not only affects pedagogical practice but also promotes a collaborative and enriching learning environment.

## Conclusions

Throughout this research, it has been confirmed that this methodology significantly enhances teachers' pedagogical competencies, establishing itself as a key mechanism for their ongoing professional development. One of the main benefits identified is the promotion of a culture of critical reflection among educators, enabling them to engage in a systematic cycle that includes the planning, observation, and detailed analysis of lessons. This deep reflection process not only facilitates the improvement of teaching skills but also promotes constant self-assessment, creating an environment that drives the continuous improvement of educational practices.

Teachers' ability to adapt to changing demands and the evolving needs of students is a crucial aspect that is strengthened through Lesson Study. In this sense, identifying the necessary conditions for its effective implementation in various educational contexts is linked to the creation of a school environment that promotes lifelong learning and supports teachers' professional growth. This requires adequate structural and organizational conditions that naturally and effectively integrate the Lesson Study cycle into the daily classroom routine.

Furthermore, collaboration among teachers provides a valuable space for sharing experiences, knowledge, and instructional approaches, thereby enriching the educational process. This collaborative work not only facilitates the exchange of ideas and the co-creation of innovative solutions to pedagogical challenges but also strengthens the sense of professional community. In this way, teachers become researchers of their own practice, reflecting and adjusting their methods based on the observations and analyses of their peers.

One of the most notable benefits of Lesson Study is its capacity to improve students' academic performance, as the lessons designed within this process are carefully planned and adjusted through collaborative observations and discussions. This enables teachers to more effectively identify and meet the individual needs of their students, promoting more personalized and meaningful learning. It has been observed that students in classrooms where Lesson Study is implemented show greater engagement and motivation, indicating the effectiveness of this methodology.

Additionally, Lesson Study contributes to the holistic development of students, a key aspect of 21st-century education. As teachers adjust their instructional strategies based on observations,

learning becomes more dynamic and relevant. This not only enhances academic skills but also develops critical competencies such as critical thinking, problem-solving, and creativity, which are essential for facing future challenges.

To ensure the effective implementation of this methodology across different educational contexts, it is essential to create a school culture that values collaboration and continuous learning. This culture should be driven by school leadership and supported by educational institutions, providing the necessary resources, time, and space for teachers to carry out Lesson Study cycles effectively. It is also fundamental that schools and school districts foster an environment in which teachers feel supported and valued in their professional development.

The impact of Lesson Study goes beyond the immediate classroom, as successful practices and lessons learned tend to spread within the educational community, generating a multiplier effect that benefits other teachers and students beyond the team directly involved. The research offers practical recommendations for implementing this methodology in real educational settings, emphasizing the need for institutions to create the conditions required for its sustainability. This includes strong organizational support, training opportunities for teachers, and a continued commitment to educational improvement.

Finally, to enhance the implementation of the Lesson Study methodology in diverse educational contexts—such as rural areas—collaborative networks could be established among teachers from different schools to share resources and experiences, facilitating access to continuous professional development. In urban areas, it is recommended to use digital platforms to share lessons and observations among educators, promoting a collaborative learning culture. For under-resourced schools, forming partnerships with local universities could be beneficial, providing support in lesson planning and the development of innovative pedagogical strategies. In schools with diverse student profiles, it is suggested to adapt lessons to the specific needs of each group, fostering inclusion and personalized learning.



## References

- Calvo Salvador, A., Haya Salmón, I., & Rodríguez-Hoyos, C. (2021). Aprendiendo el oficio docente. El modelo Lesson Study para mejorar la docencia en la universidad. *Educatio siglo XXI*, 39(1), 211-234. <https://doi.org/10.6018/educatio.469241>
- Casa, G. C., Herrera, D. G. T., Drouet, S. J. M., & Mejía, E. D. C. (2022). El diagnóstico y sus implicaciones teórico-prácticas en el uso de las TIC en el proceso de enseñanza-aprendizaje de la contabilidad. *Dominio de las Ciencias*, 8.
- Corica, A. R., Parra, V. E., & Figueroa, D. P. (2023). *Una enseñanza por lesson study en la formación de profesores en matemática*.
- Córica, J. L. (2020). Resistencia docente al cambio: Caracterización y estrategias para un problema no resuelto. *RIED Revista Iberoamericana de Educación a Distancia*, 23(2), 255. <https://doi.org/10.5944/ried.23.2.26578>
- Da Silva Pina Neves, R., Fiorentini, D., & Silva, J. M. (2022). Lesson Study presencial y la pasantía curricular supervisada en matemáticas: contribuciones al aprendizaje docente. *Paradigma*, 1.
- Elliott, J. (2015). Lesson y learning Study y la idea del docente como investigador. *Revista interuniversitaria de formación del profesorado*, 29(3), 29-46. <https://www.redalyc.org/articulo.oa?id=27443871003>
- Garzón, J. E. C. (2021). Planeación de clases en el marco de la enseñanza para la comprensión con metodología de Lesson Study. *Plumilla educativa*, 27(1), 39-67.
- Gómez, Á. I. P., & Gómez, E. S. (2021). *Lesson Study. Aprender a enseñar para enseñar a aprender*. Ediciones Morata.
- Gómez, E. (2022). Lesson Study y pensamiento práctico. *Márgenes: Revista de Educación de la Universidad de Málaga*, 3, 164-180.
- Hervas, G. (2023). Formación y desarrollo profesional a través del enfoque japonés del lesson study. Principios para su diseño y aplicación. *Educación médica*, 24(1), 100784. <https://doi.org/10.1016/j.edumed.2022.100784>
- Jimpikit Unkuch, E. M., Cerpa Flores, J. A., Padilla Gavilanez, K. I., & Pino Jimenez, J. E. (2024). Estrategias de aprendizaje activo en matemáticas: promoviendo el pensamiento crítico y la resolución de problemas. *Revista Social Fronteriza*, 4(2), e42237. [https://doi.org/10.59814/resofro.2024.4\(2\)237](https://doi.org/10.59814/resofro.2024.4(2)237)
- Llinás Torres, C., & Guerra, D. de J. A. (2022). Pedagogía restaurativa: una propuesta de resignificación educativa para la reconstrucción del tejido social en Colombia. *Estudios Pedagógicos*, 48(2), 159-178. <https://doi.org/10.4067/s0718-07052022000200159>

- López-Larios, C., González-Bello, E. O., & Covarrubias Capaceta, D. (2023). Experiencias de una innovación en estudiantes normalistas: didáctica imaginativa para la planificación de la enseñanza. *RIDE revista iberoamericana para la investigación y el desarrollo educativo*, 13(26). <https://doi.org/10.23913/ride.v13i26.1521>
- Marhayani, D. A., Zulfahita, Z., Mursidi, A., Basith, A., Mariyam, M., Sunarsih, E., Sumarli, S., Triani, S. N., Buyung, B., Citroesmi, N., Sulistri, E., Mertika, M., Mulyani, S., Fitri, F., Mariana, D., & Setyowati, R. (2022). Lesson study as an effort to improve the quality of learning in freedom to learn. *International Journal of Public Devotion*, 5(2), 89. <https://doi.org/10.26737/ijpd.v5i2.3487>
- Midgette, A. J., Ilten-Gee, R., Powers, D. W., Murata, A., & Nucci, L. (2018). Using Lesson Study in teacher professional development for domain-based moral education. *Journal of Moral Education*, 1-21. <https://doi.org/10.1080/03057240.2018.1445982>
- Mujica-Sequera, R. M. (2020). La Enseñanza Tecnoemocional en la Educación del Siglo XXI. *Revista Tecnológica-Educativa Docentes 2.0*, 9(2), 71-78. <https://doi.org/10.37843/rted.v9i2.147>
- Muñiz, L. J. R., Aguilar-González, Á., Alonso-Castaño, M., García-Honrado, I., Lorenzo-Fernández, E., & Muñiz-Rodríguez, L. (2023). Explorando nuevas estrategias de formación del profesorado de matemáticas: un enfoque ampliado del Lesson Study para el desarrollo profesional en la Escuela Andorrana. *Revista Interuniversitaria de Formación del Profesorado. Continuación de la antigua Revista de Escuelas Normales*, 98.
- Padilla Contreras, A. B., & Alcocer Vázquez, E. (2023). Formación continua de docentes de Media Superior en el área de lectoescritura. Una revisión sistemática. *Innovaciones educativas*, 25(38), 276-291. <https://doi.org/10.22458/ie.v25i38.4206>
- Peña Trapero, N., & Pérez Gómez, Á. I. (2019). Las disposiciones subjetivas de los docentes en la superación de las resistencias al cambio ante procesos cíclicos de formación basados en la investigación (Lesson Study): Estudio de un caso. *Revista complutense de educación*, 30(2). <https://doi.org/10.5209/rced.57780>
- Pérez, O. (2022). La influencia de la innovación educativa utilizando las metodologías ABP en la cultura institucional de los posgrados de tres universidades paraguayas. *Academo*, 9(1), 23-37. <https://doi.org/10.30545/academo.2022.ene-jun.3>
- Río Fernández, J. L. D. (2021). *La 'Lesson Study' como estrategia formativa para aprender a enseñar en la universidad: algunas reflexiones derivadas de un Proyecto de Innovación Educativa desarrollado en la*.
- Rubio, M. N. Á. (2023). *Aprendizaje visible y consciente a través de lesson study y debriefing en la formación inicial docente (Doctoral dissertation)*.
- Sarmiento Berrezueta, S. M., García Gallegos, K. H., & Pozo Domínguez, O. E. (2021). Implementación de la metodología Lesson Study en el centro de apoyo San Vicente de Ecuador. *Revista Universidad y Sociedad*, 13(5), 376-388.

- Scheller, M., & Zimdars, E. R. (2022). Lesson study in the continuous education of teachers who teach mathematics: a context view of national scenario. *Revista de Ensino de Ciências e Matemática*, 13(1), 1-22. <https://doi.org/10.26843/rencima.v13n1a07>
- Simón, C., Echeita, G., & Sandoval, M. (2018). Incorporating students' voices in the 'Lesson Study' as a teacher-training and improvement strategy for inclusion/La incorporación de la voz del alumnado a la 'Lesson Study' como estrategia de formación docente y mejora para la inclusión. *Culture and Education*, 30(1), 205-225.
- Soto Gómez, E. (2022). Lesson Study y pensamiento práctico. La experiencia y la relación como principio de conocimiento. *Márgenes Revista de Educación de la Universidad de Málaga*, 3(3), 164-180. <https://doi.org/10.24310/mgnmar.v3i3.15346>
- Souza, D. M. de, Backes, V. M. S., Medina, J. L., & Lazzari, D. D. (2021). Formação docente para bacharéis: possibilidades para professores novatos. *Revista Ibero-Americana de Estudos em Educação*, 2427-2441. <https://doi.org/10.21723/riaee.v16i4.14046>
- Sumba Arévalo, V. M., & Mejía Vera, J. G. (2021). Lesson Study: reconstruir el conocimiento práctico en y para la profesionalización docente de la UNAE. *Revista Practicum*, 6(1), 44-58. <https://doi.org/10.24310/revpracticumrep.v6i1.10173>
- Sumba Arévalo, V. M., Ministerio de Educación del Ecuador, & Ecuador. (2022). La Formación de docentes en ejercicio a través de la Lesson Study: preocupaciones en una realidad compleja. *Praxis educativa*, 26(1), 1-17. <https://doi.org/10.19137/praxiseducativa-2022-260109>
- Usieva, B. (2022). Lesson Study" as a Tool to Improve Teaching and Learning. *Vestnik ZKU*, 35-37.
- Velásquez Murcia, S., & Atehortúa Leguizamón, G. V. (2024). Transformación de la práctica de enseñanza de un profesor de ciencias naturales en formación inicial a través de la metodología de lesson study. *Gondola*, 19(1), 179-188. <https://doi.org/10.14483/23464712.20997>
- Yusella, Y., Andajani, K., Anggraini, A. E., Untari, S., & Arifin, S. (2023). Implementation of Lesson Study as an attempt to improve elementary students' writing skills. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 12(2), 429. <https://doi.org/10.33578/jpfkip.v12i2.9689>

Copyright (2025) © Brigitte Estefania Pinto Ayala, Martha Cecilia Peñas Moreno, Viviana Priscila Neira Quintero, Jefferson Geovany Castañeda Fuentes



This text is licensed under a [Creative Commons](#) 4.0 International License.

You are free to Share-copy and redistribute the material in any medium or format-and Adapt the document-remix, transform, and build upon the material-for any purpose, including commercial purposes, provided you comply with the Attribution terms. You must credit the original work appropriately, provide a link to the license, and indicate if changes have been made. You may do so in any reasonable manner, but not in such a way as to suggest that you have the licensor's support or receive it for your use of the work.

[License Summary](#) – [Full text of the license](#)