

Tentative Title:

Digital technologies, online learning, and lesson and learning study

Guest editors:

Rongjin Huang, Middle Tennessee State University, USA

Nina Helgevold, University of Stavanger, Norway

Jean Lang, University of Exeter, UK

This issue aims to focus on how various technologies can be used to strengthen lesson and learning study (LLS) and support scaling up. Sustaining LLS has become an emerging field to explore (Skultety et al., 2017; Choppin et al., 2020; Huang et al., 2019). In particular, in the time of the coronavirus epidemic, classes have been delivered online, teacher professional development activities have been conducted in a virtual environment. How LLS, the most powerful teacher collaborative models can be modified using various digital technologies to support teachers' learning to teach in such a novel virtual environment has become an imperative and important issue. This special issue aims to address the opportunities and challenges of conducting online LLS in the time of the epidemic and beyond. Papers in this issue may include the following themes:

1. What are the necessary features of online LLS?
2. How can video or webinar be used to enhance LLS?
3. How technology has supported the process of LLS?
4. How has an online LLS affected collaboration of LLS teams?
5. A focus on one aspect of the LLS cycle e.g. planning, interviewing students, making student learning visible online, online lessons, involvement of KOs, post lesson evaluation and what has been learned.
6. What kind of role could a KO and/or facilitator play in an online LLS?
7. Examples of online LLS that have begun - what has been learned?
8. What are the advantages and constraints so far of carrying out online LLS?
9. What evidence is there of the impact of learning of pupils and teachers of online LLS so far?
10. Nature of interaction within a virtual community of practice of LLS.
11. Assessment of effectiveness of online LLS
12. The affordance and constraints of using technologies in online LLS.
13. Use of social media to build learning networks within LLS.
14. Equity issues in relation to online LLS.

These are examples that come to our mind. We are open to include other topics. We encourage contributors from different regions.

Special Issue: International Journal for Lesson and Learning Studies (Vol. 10 Issue 2)

<https://www.emerald.com/insight/publication/issn/2046-8253>

Timeline:

Proposal: Abstract of 500 words identifying aspect(s) of interest by June 30. Please send to co-editors:

Rongjin Huang: rhuang@mtsu.edu,

Nina, Helgevold: nina.helgevold@uis.no, and

Jean Lang: jeanelang@icloud.com

Paper submission: August 30, 2020

Completion of review: September 30, 2020

Completion of revision: October 30 2020

Completion of manuscript: November 30, 2020

Online published: December 2020/January 2021

References

- Choppin, J., Amador, J. M., Callard, C., Carson, C., & Gillespie, R. (2020). Synchronous online model for mathematics teachers' professional development. In P. Wachira & J. Keengwe (Eds.) *Handbook of research on online pedagogical models for mathematics teacher education* (pp. 176-202). IGI Global.
- Huang, R., Kimmins, D., Winters, J., & Ruston, G. (2019). Scaling up lesson study through use of technologies: An exploratory study. Paper presented at The Annual Conference of The World Association of Lesson Study, September 3-6, 2019, Amsterdam, Netherlands.
- Skultety, L., Gonzalez, G., & Vargas, G. (2017). Using technology to support teachers' lesson modifications during lesson study. *Journal of Technology and Teacher Education*, 25, 185-213.