Annual Report 2021

WALS 10th Annual General Meeting
December 1st /2nd Online
Time: GMT 6.30 2nd Dec
SF: 1st Dec, 22.30
IE/MT/UK: 2nd Dec, 06.30
AT/CH/DE/HU/NL/NO/SE/ZA: 2nd Dec, 07.30
KZ: 2nd Dec, 12.30
ID/TH: 2nd Dec, 13.30
BN/CN/MY/PH/SG: 2nd Dec, 14.30
JP/KR: 2nd Dec, 15.30

1. Introduction to the Annual Report: Dr Pete Dudley, President of WALS 2020- 21

You will see from this report that WALS has weathered this dreadful pandemic pretty well. Website activity is almost 20% up, our membership remains strong and thanks to huge efforts of so many members across the world as well as in Macau and Hong Kong, WALS is staging its second online annual conference 29 Nov - 2 Dec with a record number of contributions from around the world. I want to thank all who have supported and are attending the conference and all who have contributed to and supported the PhD network, the IJLLS, the webinars and the WALS-Routledge book series this year. A very senior educationist in the UK recently commented that he sees WALS as the MOST international education organisation he has found!

You will also see in the report that this is an important year for WALS in that it marks not only growth but a change in leadership. We will vote at the AGM on 2 December important changes to the way WALS is led in order to increase the dynamism or WALS and to enhance its global representation. So please attend and vote!

WALS will also have a new president in 2021. I would therefore like to thank my treasurers: Hiroyuki Kuno, Christina Ratnam and Christine Lee for their work, my Vice Presidents and of course Renzhan and Kim in the WALS office who have made so much possible. My final thanks go to Jean Lang who has been a great Hon Gen Sec for the past five years as well as being WALS first communication supremo!

To serve WALS as President has been one of greatest privileges in my long career. My thanks go to everyone, and I add my best wishes to those who follow me.

Pete Dudley, WALS President.

2. WALS Executive Committee (Exco) 2019 – 2020

2.1 Due to the global effects of the Covid 19 pandemic leading to the cancellation of the WALS face to face conference in San Francisco and moving all face-to -ace meetings online, it was unanimously agreed by the AGM in 2020 that to ensure continuity, members of Exco should remain in post for an additional year. One exception to this was the appointment of Associate Professor Christine Lee as Honorary Treasurer for a period of one year.

2.2 The members of the committee for this period are:

2.3 President: Dr. Pete Dudley (UK)
Vice Presidents: Prof.Kiyomi Akita (Japan)
Dr Catherine Lewis (USA)
Hon. General Secretary: Mrs. Jean Lang (UK)
Immediate Past President/Honorary Treasurer: Associate Prof. Christine Lee (Singapore)
Member: Prof. Keith Wood (Brunei)
Member: Dr. Sumar Hendayana (Indonesia)
Member: Associate Professor Hiroyuki Kuno (Japan)
Member: Prof. Manabu Sato (Japan)
Member: Prof. Airi Rovio-Johansson (Sweden)
Member: Prof. Stephane Clivaz (Switzerland)
Member: Associate Professor Akihiko Takahashi (USA)
Member: Dr Sui Lin Goei (The Netherlands)

2.4 2021-2023 auditors
Internal Auditor: Edmund Lim Wee Kiat (Singapore)
Internal Auditor: Dr Fang Yanping (Singapore)

3 WALS Council

3.1 Three new Council members were elected to be members for two years 2021 and 2022. David Sekao joined from South Africa, János Györi from Hungary, and James Calleja from Malta. All three have played very active parts in promoting and supporting WALS this year.

3.2 The WALS secretariat along with the President and the Honorary General Secretary met regularly with the organisers of the 2021 WALS conference due to be held in Macau/Hong in November/December 2021. Following the cancellation of the face-to-face conference due to the pandemic, they worked to establish and coordinate the planning of the WALS 2021 online conference with three-time zone teams.

Despite the global pandemic causing restrictions to normal working life, members of the Council have continued to play a very active part in promoting the work of WALS and have shared their news on the WALS website and in newsletters. At a time when it has been difficult to have informal contact with the Council, it has been important to receive these news items. This report includes a section at the end with recent unpublished news from several Council members.

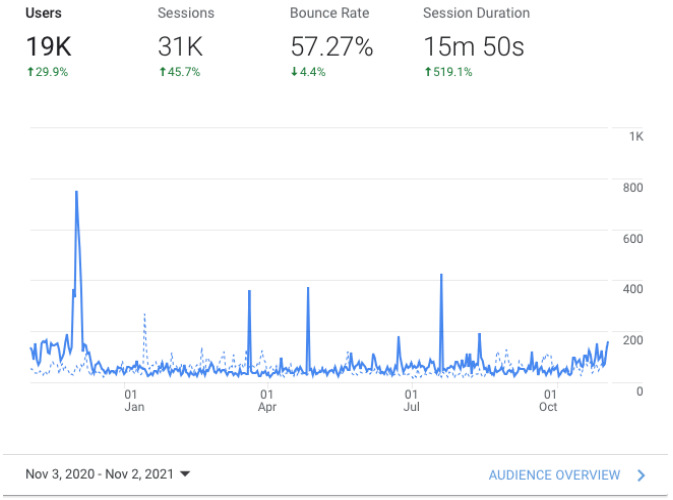
4 Communications and activities

4.1 The WALS website.

Our most recent Google report shows that there have been over 19000 visitors to the WALS website over the past year from 158 countries., this is an increase of over 4000 users from last year. As last year, the site was most popular with visitors from the USA, Japan, China and Singapore, but it is encouraging to see greater usage from countries such as Canada and Brazil. The most popular pages on the website were those related to the WALS 2020 online conference, there were 200,841 page views during the three days of the event!

	Country	Users	% Users
1.	United States	3,723	20.01%
2.	China	2,037	10.95%
3.	Japan	1,354	7.28%
4.	Singapore	940	5.05%
5.	United Kingdom	801	4.30%
6.	Kazakhstan	669	3.60%
7.	Malaysia	591	3.18%
8.	Canada	506	2.72%
9.	Germany	496	2.67%
10.	Brazil	476	2.56%

Top 10 countries accessing the WALS website in the past year.



WALS website usage showing spikes relating to conference activity.

4.2 Social Media

Twitter: There are almost 3000 followers of the @WALessonStudy Twitter account., an increase of 200 in the past year, there continues to be a growing number of followers from the Middle and Far East and Asia. The account has played a significant part in promoting WALS events as well as linking those interested in lesson study worldwide. The WALS Facebook page has become increasingly popular in the last year and has helped to ensure that events worldwide are promoted and accessed; an example of this was a recent event organised by Nottingham University in the UK which was advertised and shared on Facebook and led directly to an enlarged worldwide audience.

5. **IJLLS Report**

The IJLLS commissioning editor, Danielle Crow has recently announced that the International Journal for Lesson and Learning Studies has been chosen to be included in Emerald's Open Issues pilot, starting in the new volume. IJLLS has been selected because there has been a continuous increase in the number of open access articles published in the journal over recent years. More open access papers will help draw readers to the journal and increase usage, however, it means that it has been necessary to adjust some workflows to reflect this move towards a more open research landscape.

In 2021 literati awards go to:
Outstanding reviewers:
Wasyl Cajkler
Soto Gómez Encarna
Kitada Yoshiko

Outstanding paper:
Emma Leifler
Teachers' capacity to create inclusive learning environments:
10.1108/IJLLS-01-2020-0003
Downloads: 666

Many congratulations!
Editorial Board

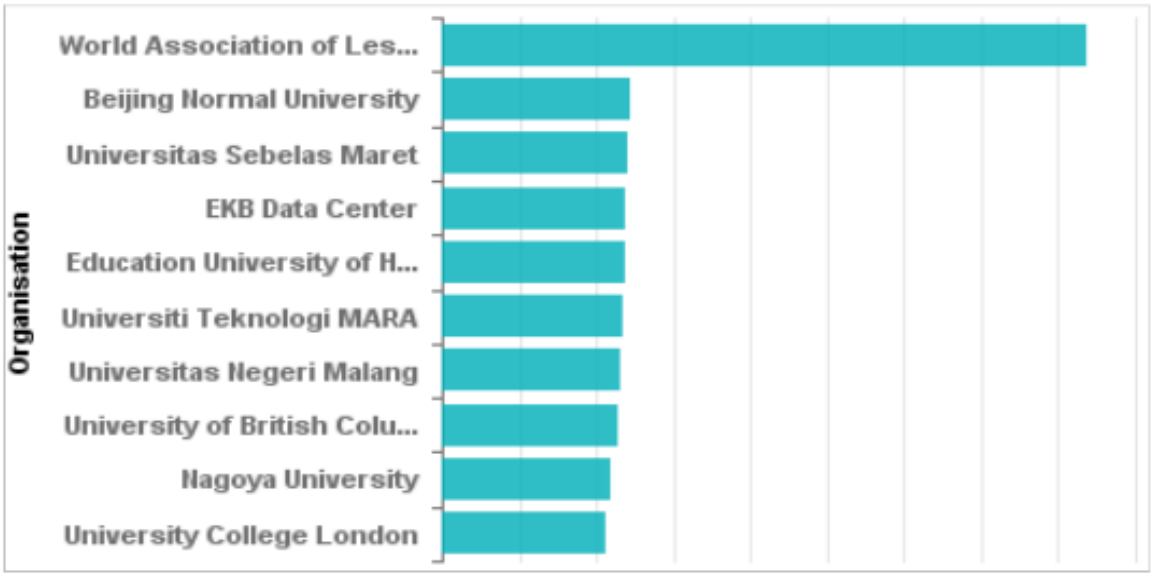
Many thanks go to the editorial team who have worked tirelessly in the past year.

https://www.emeraldgrouppublishing.com/journal/ijlls#editorial-team

The following charts show highlights from the IJLLS annual report which can be accessed in full **here**.

Top customers by Downloads:

The table below shows the top 10 customers by the number of articles downloaded.

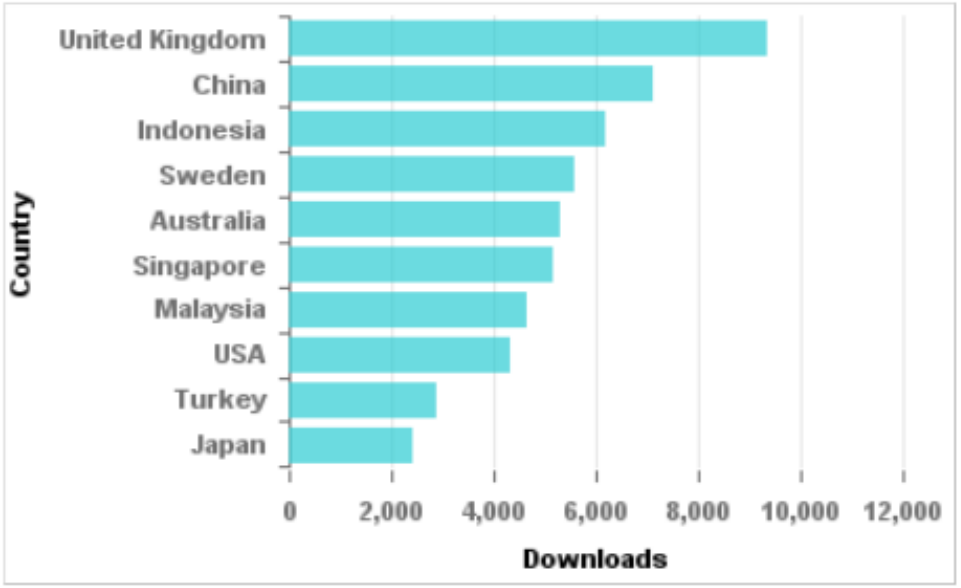


It is good to see that most customers, (as last year too), accessed the Journal through the WALS website, showing that members are taking advantage of their free access.

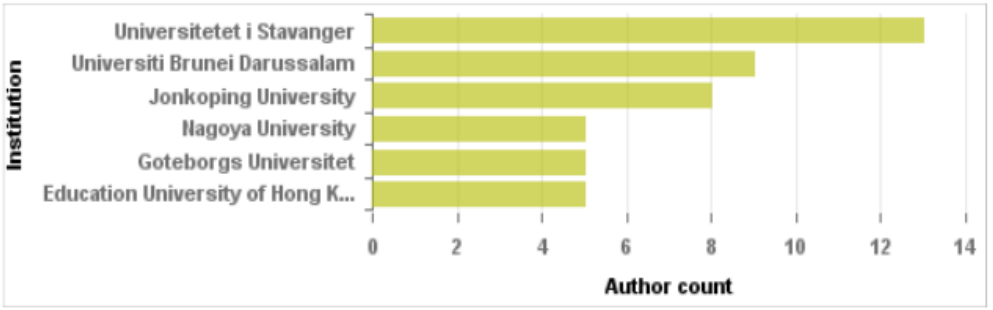
Top countries and institutions downloading articles. Australia is a welcome addition to the top countries downloading IJLLS articles.

Top Countries by Downloads:

The chart below shows the top 10 countries by the number of articles downloaded by customers in those countries:



The following chart shows the top institutions based on authorship



6. Webinars

Two very interesting webinars were held this year.

6.1. Digital technologies, online learning and lesson and learning studies.

The first webinar was held in April and featured the co-editors and authors from four of the papers in the IJLLS special issue of the same name. There were 107 participants from 23 countries present across the two sessions which were planned to cover time zones worldwide. The format of the webinar differed from usual, in that the presentations were recorded and available prior to a live Q and A. This was welcomed by the participants who had time to review the presentations in detail and plan questions.



6.2. Lesson Study in Inclusive Education Settings



This event featured the editors of the recently published WALS- Routledge lesson study series book of the same name and was held in November 2021. The webinar was chaired by Sui Lin Goei and featured speakers Brahm Norwich, Pete Dudley Tirza Bosma and Meng Ee Wong. The webinar was very well received by nearly 50 participants worldwide and the presentations sparked several very interesting and wide-ranging questions.

7. Conferences

7.1 WALS 2020 Conference Report

Catherine C. Lewis, Mills College, Oakland, CA

After the investment of many months of planning and substantial funds, the WALS 2020 live conference planned for San Francisco had to be cancelled in favor of an online virtual event, due to the COVID19 pandemic. The virtual conference, under the theme “Elevating Student Equity, Through Effective, Research-based Lesson Study” took place December 2-4, 2020, with an Early Career Researchers day on December 5.

A hardworking committee created–and then nimbly redesigned–an innovative program that included many new sessions formats designed to support networking, joint problem-solving and sharing of practice, including:

-Brainstorming Sessions, Sharecases, LIVE Meet the Authors, IGNITE Sessions and Virtual Cafes

-Virtual research lessons (complete with pre-and post-lesson discussions and live Q&A)

The program committee for WALS 2020 (Zone 1) was chaired by Joan Easterday, and included Sharon Dotger, Shelley Friedkin, Rongjin Huang, Martin Smith and Akihiko Takahashi. It would be hard to exaggerate the enormity of the challenge they faced in shifting the live events (such as research lessons) to the virtual format; the wisdom they brought to the work; and the unpaid hours they put in.

The shift to a virtual format also required enormous work from the WALS central staff (Pete Dudley, Jean Lang, Hiroyuki Kuno, Choo Swee Kim, Liao Renzhan) and for program committees from Zone 2 (Siebrich de Vries, Sui Lin Goei, Mona Holmqvist, Roland Knoblauch, Claudia Mewald, Wouter van Joolingen) and Zone 3 (Sumar Hendayana, Arif Hidayat, Heng Jiang, and Manabu Sato).

The work of the central and zone committees paid off in a conference that attracted 534 participants from 36 countries and many new participants from North America. Highlights included popular new session types, such as virtual cafes and brainstorms, research lessons with live components, and compelling presentations by teachers effectively using school-wide lesson study to build equity. Although the Mills College Lesson Study Group took a loss, since conference fees were not charged and planning fees could not be recovered, the WALS 2020 conference brought in new members, who added membership fees of USD$23000 to the organization.

7.3 WALS 2021

29 November to 2nd December 2021 Macao & Hong Kong, China

The World Association of Lesson Studies (WALS) International Conference 2021 co-organised by Macau and Hong Kong was originally planned to take place in Macau SAR, China and Hong Kong SAR, China from 29 November to 2 December (with the PhD and Early Career Researcher Day on 28 November), 2021. The theme of WALS 2021 is 'Revisiting Lesson and Learning Studies: Accessibility, Quality, and Sustainability". Due to the pandemic, the conference will be held online. Therefore, the online programme of WALS2021 will be divided into three different Time Zones so that educators around the world can participate.

The programmes of WALS2021 in all 3 Time Zones include keynote speeches and invited plenaries, symposia, papers and poster presentation sessions, and workshops on Learning and Lesson study. As there are 228 accepted proposals (including English & Chinese) in Time Zone 3, the online programmes of Time Zone 3 will have to cover 2 days (i.e. 29 & 30 Nov 2021). There will be an opening ceremony led by the Time Zone 3 Team on 29 November 2021, the first day of the conference. It will then be followed by 2 keynote speeches, 6 parallel live symposia, 2 global highlights and parallel pre-recorded paper and poster sessions (in English and Chinese) with live question and answer sessions. The details of the Opening Ceremony are as follows.

Welcome Speeches (*Live)*

1. Jun Liu (Rector of City University of Macau, Macau SAR)
2. Representative of Education and Youth Development Bureau, Macau SAR
3. Pete Dudley (WALS President, University of Cambridge, UK)
4. Sean Li (Co-Chairperson of WALS 2021, Pro-Rector of City University of Macau)
5. Po-Yuk Ko (Co-Chairperson of WALS 2021, Professor (Practice), The Education University of Hong Kong, Hong Kong SAR)

The WALS2021 participants around the world will be able to view both the live and recorded sessions on each day of the conference. Each session was followed by live Q&A session that provide opportunities for the presenters, conference participants, and experts of the invited lesson and learning study to engage in collegial sharing of their views.

The arrangement of the programmes led by the team members of all the 3 Time Zones is as follows.

Date	Time Zone	Events
28 Nov 2021		WALS PhD network conference
29 Nov 2021	Time Zone 3 Team (Central, E&S Asia, and Australasia)	· Opening Ceremony led by Macau & HK Team · Day 1 Online Conference
30 Nov 2021	Time Zone 2 Team (Africa, Europe, & Middle East)	· Day 2 Online Conference · (Time Zone 3: Day 2 online programmes)
1 Dec 2021	Time Zone 1 Team (Americas, Canada, & Caribbean)	· Day 3 Online Conference
2 Dec		· WALS AGM · Closing Ceremony

7.4 WALS 2022 at Kuala Lumpur, Malaysia

KUALA LUMPUR.MALAYSIA

Welcome to WALS 2022 – the 16th World Association of Lesson Studies (WALS) International Conference, which will take place in Kuala Lumpur, Malaysia from 6-8 September 2022. Starting with an ex-co council meeting with WALS members on 5 Sept 2022, it is followed by the conference activities starting on the 6 and 7 Sept 2021 and school visits on the 8 Sept 2022. We are hopeful that this conference will be held physically.

As a teaching and research university, Universiti Kebangsaan Malaysia (UKM) was established based on national aspirations. The UKM Bangi Campus is 45 km away from KLIA – its main international airport, 30 km from Kuala Lumpur – the capital city of Malaysia and 20 km from Putrajaya.

With the theme “Creating Lesson Study in Sustaining a Community and Providing Quality Education”, this conference is timely since Lesson Study in Malaysia has been adopted since 2011. The mechanism for sharing and advocating the culture of knowledge which is based on teacher collaboration is embedded within the Malaysian Education Blueprint (2013-2025), known as the Professional Learning Community (PLC). Lesson Study is acknowledged as one of the PLC tools that is implemented in schools. As such, sustaining the practice of Lesson Study is easily done by teachers and educators at all levels of education in Malaysia.

As the Conference organisers, we are delighted to invite international delegates to participate in this conference by not only sharing research on improving the quality of learning but also communicating experiences and practices in Lesson Study. Past events have served as a useful and effective platform to discuss issues on teaching and learning among the teachers, researchers and practitioners. We are pleased to continue this tradition by welcoming everyone for more sharing of experiences in Lesson Study. It is hoped that this conference will convene different minds and bring together positive ideas, besides offering a wonderful intellectual and emotional experience, since Malaysia is a great stay with its diverse cultural experience, including a variety of delicacies and culinary offerings.
Join us for the WALS 2022 Conference in Malaysia.

8. WALS PhD Students and Early Career Researchers community report 2021



Despite the COVID-19 outbreak and its impact on education and research, the WALS PhD Students and ECR community has implemented some exciting initiatives in 2020-2021. With the strong membership growth from 86 to 102 members, we are increasingly aware of the essential role graduate students and ECR play in the development of lesson study around the world. Therefore, we see the need for doctoral researchers to share their studies and be supported in the process. In collaboration with the International Journal for Lesson and Learning Studies, we launched a call for papers for a Special Issue: Emerging Voices in Lesson Studies. We have received an overwhelming expression of interest and are looking forward to the high-quality submissions from members of the community.

Another highlight of the year will be the upcoming WALS PhD Students and Early Career Researchers Day 2021. Together with Dr Liu Qing and Ms Wing-Yan Chan, we have planned two main activities for this event: keynote speeches and group work. In line with the conference theme of Revisiting Lesson and Learning Studies, the PhD and ECR Day theme is set to be "Blending the Old with the New". We have invited two keynote speakers, Dr Ming Fai Pang (Hong Kong, University of Hong Kong) and Dédé de Haan MSc (Netherlands, Utrecht University), to share their work with us. The group work session will allow participants to work in small groups and discuss the expansion and integration of past work into their research. With the support of WALS, we aim to expand our community further and build more connections in 2022.

Stéphane Clivaz, Sui Lin Goei, Tijmen Schipper and Shirley Tan.

9. Membership

There are currently 613 members of WALS made up of 57 students, 517 regular members, 36 with a ten-year membership and 3 Life Members. 534 members joined at the 2020 Online Conference and 49 members have joined online. 37 countries are represented in the membership database in 2020 including significant membership from Kazakhstan. These numbers are higher than in 2020 but it will be important in the future to continue to consider ways in which those who join at conferences can be retained as members in future years and how we can increase in-year numbers.

10. WALS-Routledge Lesson Study Series Report 2021



The WALS-Routledge Lesson Study Series has been running for 18 months now and by 31st December 2021, five books will have been published. This is a testament to the hard work of the Editorial team and their commitment to seeking the best proposals to contribute to the series. The five books published so far are:

1. Stepping Up Lesson Study by Aki Murata and Christine Lee
2. Changing Teaching, Changing Teachers by Keith Wood and Saratha Sithamparam
3. Lesson Study in Inclusive Educational Settings by Sui Lin Goei, Brahm Norwich, Peter Dudley
4. Lesson Study-based Teacher Education by Jongsung Kim, Yoshida Nariakira, Iwata Shotaro, Hiromi Kawaguchi
5. Educators' Learning from Lesson Study: Mathematics for Ages 5 - 13 by Akihiko Takahashi, Thomas McDougal, Shelley Friedkin, Tad Watanabe

One book is in production by Yuta Suzuki entitled "*Reforming Lesson Study in Japan*"; two more books contracted include "*Teaching Professional Learning through Lesson Study in Virtual or Hybrid Environments"* by Rongjin Huang, Nina Helgevold, Jean Lang & Heng Jiang and "*Planning and Analyzing Teaching*" by Ference Marton, Angelika Kullberg & Åke Ingerman. One book proposal is under review. This will take us to a total of at least nine books published by the end of 2023.

WALS members can take advantage of the discount available to them to purchase the books in the Series using the discount code available at WALS website at this link WALS Members Special Discount for Routledge Catalogue – WALS (walsnet.org).

We welcome additional expressions of interest in writing a book for the Series from authors keen to contribute to this growing series.

11. Financial Statements

Please see attached financial statements.

1. Financial Statement Profit & Loss July 2020 to June 2021. This P&L statement is audited and sent to ROS.
2. Financial Statement Income and Expenditure July 2021 to June 2022 (Actual and Projected) - since we are 5 months in the fiscal year.
3. Budget July 2022 to June 2023

12. **News from Council members**

Report on activities 2020-21 by John Elliott

1. In my role as Associate Editor of the IJLLS I have assisted the Editors and Editorial Board with advice when requested.
2. I have continued to lead the development of Lesson Research at the University of East Anglia, UK. This development has sustained UEA support for local schools and teachers who wish to engage in lesson study by undertaking a Masters level postgraduate module, which combines theory-based learning and school-based action research. It also includes the implementation of Lesson Research with student teachers on our initial teacher training programmes. I facilitated a review of the latter by lesson researchers based at the University of Malaga under the leadership of Angel Perez. It will be published in a book of case studies of lesson research in the field of initial teacher education.
3. This has been a transitional year for me in my leadership role at UEA. The school of education has appointed Vicky Cristoforatou, our English Language tutor to succeed me. The transition will be marked by UEA publishing a book I was invited to edit with Vicky, containing examples of lesson research crafted by local teachers who have participated in our post-graduate module.
4. I completed a chapter I was invited to write by the Malaga team for their book to be published shortly by Morata. In it I develop the idea of the BLENDED LESSON STUDY as a creative response to the diversity of pedagogical innovations encountered by teachers and schools in a context of globalisation.

Lesson Study – for a new sector of education from János Győri: Project Co-ordinator

In vocational education and training (VET) Lesson Study (LS) has not had a significant impact so far. To promote the application of the LS approach in VET, in a four-country collaboration we started to study why it is so difficult to implement LS in VET and how LS could be adapted to this special sector of education. In our LS4VET Erasmus+KA2 project (No. 2020-1-HU01-KA202-078848), four European higher education institutions and VET schools collaborate to understand the challenges of applying the LS approach in VET, to adapt the LS cycle to VET, to train teachers to run LS in VET schools and to prepare learning materials on LS4VET for other teachers who will want to implement LS in VET in the future.

The project partners include:

Austria: Pedagogische Hochshule Niederösterreich + HTL Wiener Neustadt

Hungary Eötvös Loránd University (project coordinator) + iTStudy Hungary Educational and Research Centre Ltd. + Neumann János Computer Science Technical School

Malta Universita ta Malta + Institute of Tourism Studies

The Netherlands University of Applied Sciences Utrecht + Stichting Landstede

Our project started in September 2020 and ends in August 2023. We have already developed an adapted model of LS to VET (LS4VET Model), which we introduce at the 2021 WALS Macau conference. In our LS4VET symposium, we will also discuss the special features of VET which make LS implementation so challenging: the diversity of the teachers in the staff, the often small number of teachers who teach the same subject and other special characteristics of this sector of education.

From Maitree Imprasitha

In Thailand, we started Lesson Study in 2001 with the group of student teachers in their teaching practicum at schools and continue doing lesson study with in-service teachers and pre-service teachers. It was our honor that Thailand hosted the World Association of Lesson Studies 2015 conference: Lesson Study for Improvement of Classroom Quality (WALS 2015) and APEC-Khon Kaen International Symposium 2015 on 23-27 November 2015 at Khon Kaen University. In the past year (2020) we extended the schools in our lesson study project with the support of the Equitable Education Fund (EEF). Now, there are more than 40 provinces across Thailand, more than 300 schools, more than 8,000 teachers and more than 110,000 students that we are working with. Moreover, we encourage graduate students and young researchers to participate in the WALS conference every year. For sustainable lesson study, it creates the transformation process of lesson study that we call Thailand Open Approach Lesson Study

From Aoibhinn Ní Shúilleabháin

New Thematic Working Group (TWG) at CERME 13

A new TWG has been successfully proposed by Prof. Stéphane Clivaz, Dr Aoibhinn Ní Shúilleabháin, Prof. João Pedro da Ponte and Prof. Geoff Wake to the CERME (Congress of European Researchers in Mathematics Education) committee. This TWG, titled 'Collaborative Settings in Mathematics Teacher Education', will begin in 2023 at CERME 13 and will include a team from 5 countries, at varying stages of their academic career and including a PhD student, to direct the workings of the group. In previous years, CERME has included many papers on Lesson and Learning Studies in various other TWGs and it is expected that the new TWG will host a wide and interesting range of research papers in these topics in 2023 and beyond.

Lesson Study Session at MEI 8, Ireland

The 8th Mathematics Education in Ireland (MEI) was held virtually in October 2021 and, for the first time, held a session solely related to Lesson Study research in Ireland. The session was titled 'Exploring the sustainability of Lesson Study from multiple perspectives' and was chaired by Prof. Dolores Corcoran, DCU (Dublin City University). Members of the WALS PhD community, including Bridget Flanagan, Mairead Holden, Dennis Mulligan and Shirley Tan, made presentations on their research work to a very receptive and engaged audience.

From Sui Lin Goei and Aki Murata: ELEV8-project: 'Lesson Study in initial teacher education' funded by Erasmus+

We are happy to announce that this November, a European consortium consisting of teacher training institutes attached to universities was granted an Erasmus+ subsidy by the European Commission. The ELEV8-project will be led by Prof. Dr Wouter van Joolingen of the Freudenthal Institute of Utrecht University in collaboration with Dr. Aki Murata, who currently is serving as a guest researcher at the same university. The consortium partners are VU Amsterdam (Netherlands, Dr. Sui Lin Goei), Catholic University of Valencia San Vicente Martir (Spain, Dr. Maria Laura Angelini), University of Stavanger (Norway, Dr. Debbie Larsson and Dr. Nina Helgevold), University College of Teacher Education in Lower Austria (Austria, Dr. Claudia Mewald), University College Dublin (Ireland, Dr. Aoibhinn Ni Shuilleabhain), and the University of Tartu (Estonia, Dr. Margus Pedaste).

The primary objective of the ELEV8 project is to develop a program for Lesson Study (LS) in initial teacher education (ITE) on a common online platform where partners can create, share, and test their effectiveness while investigating pre-service teacher development. We will also develop a network of teacher educators, researchers, and teachers through the project who will be well-informed about the processes of initial teacher development and ready to implement ITE-LS programs in their own global settings.

Report for 2020-2021 to WALS from Professor Airi Rovio-Johansson

1. As a Co-Editor of the International Journal for Lesson and Learning Studies (IJLLS), I have taken part in solving urgent issues and have reviewed several manuscripts for IJLLS in 2020-2021. I was Guest-Editor for a special issue in IJLLS, Vol 9(1), 2020, "Reinvestigating the theory and practice gap in Participatory Educational Research".
2. I have continuously been studying how Statutes and Constitutions have changed and have been developed in various voluntary International Educational Organizations. In 2021, I have taken part in the President's group concerning discussions about changes to the WALS Constitution. On commission of the President, I have updated and re-written a draft of the WALS Constitution for 2021, which will be on the agenda at the WALS AGM 2021.

From Professor Mona Holmqvist

Organization committee member WALS 2020 and 2021 on-line Zone 2, editor special issue IJLLS 2020 (Special education), developed LS in a national PhD-program for teacher educators and received a grant from the Swedish Research Council (6 milj SEK) to conduct a new research project on LS and variation theory 2022-2025.

Published a Swedish coursebook for teacher education, including a chapter on LS.

Published international articles/chapters using LS as a method:
Svensson, C., & Holmqvist, M. (2021). Pre-Service Teachers' Procedural and Conceptual Understanding of Pupils' Mean Value Knowledge in Grade 6. *International Electronic Journal of Mathematics Education*, *16*(3), em0649.

Holmqvist, M (2021). The use of Learning Study to enhance theoretically based instruction for students with High Functioning Autism Spectrum Disorder. In Goei, S.L, Norwich, B., & Dudley, P. *Lesson Study in Inclusive Educational Settings.* Singapore: Routledge.

From Yanping Fang

I have been leading the editing of two special issues for two Journals, see highlighted in bold below:
Fang, Y., Chen, X., & Paine, L.W. (2021, forthcoming). Lesson study for boundary-crossing expansive learning in research-practice partnerships in Asia. Editorial, ***Asia Pacific Journal of Education, Special Issue on Research-Practice Partnerships through Lesson Study.***

Fang, Y., Chen, X., & Huang, R. (Jan 2022, forthcoming). Editorial, **Chinese Lesson Study Revisited: Learning and Making the Best from Diverse Global Lesson Study Practices, Special Issue for *International Journal of Lesson and Learning Studies.***

I have also delivered a keynote address at the 12th International Conference on Lesson Study in Indonesia, see detail below:

Fang, Y. (2021, SEP). Spread and Implications of Lesson Studies. Keynote address, 12th International Conference on Lesson Study (8-11, Sep), Semarang, Indonesia. Via Zoom.

Prepared by:

Jean Lang, Hon. Gen. Secretary

Swee Kim Choo, Administrator

Reviewed by:

Dr Pete Dudley President, WALS.