



# 2022 CTER International Conference on Evidence-Based Teacher Education and Lesson Study

## Dates

July 24, 2022, Beijing Normal University,

Beijing, People's Republic of China

## Background

Internationally, increasing use of research-based skills and knowledge in teacher education is recognized as a way to raise the quality of teaching and learning, both in teacher education itself and in schools, thereby improving student outcomes. Evidence-based teacher education involves conscientious, explicit, and judicious use of the best available evidence in making decisions in high-quality teacher preparation, clinical practice and teacher education policy.

Over the past decades, lesson study has been increasingly identified as an effective form of promoting the systematic use of scientific evidence in teaching and students' learning. It has contributed significantly to the quality enhancement of teaching and learning, teacher education, and teacher professional development internationally. In China, a long tradition of lesson study has been integrated into the professional lives of teachers. Chinese teachers are engaged in "teaching research", which is a form of lesson study organized along the disciplinary lines of school subjects and implemented by "teaching research groups" in schools. Indeed, lesson study is a commonly shared endeavor among Chinese teachers who are engaged in collective planning, studying and evaluating various kinds of lessons to improve student learning using scientific and local evidence on a daily basis.

We are pleased to be hosting the 2022 CTER International Conference on Evidence-Based Teacher Education and Lesson Study of the Center for **Teacher Education Research (CTER)** during July 24, 2022 at Beijing Normal University, China's leading higher institution for educational studies and teacher education.

The theme of the 2022 CTER Conference is **Evidence-Based Teacher Education and Lesson Study: Connecting Research, Policy and Practice**. It aims to provide a platform for an international and cross-cultural dialogue through which educators and researchers from different parts of the world can contribute to a broad vision for sharing their knowledge, understanding and experience of evidence-based teacher preparation and ongoing teacher professional development as a form of linking research, practice and policy in the teaching profession.

In addition to the keynote speeches, two plenary sessions will be organized for influential scholars and practitioners in the field. These sessions will elucidate important topics that are relevant to teaching and learning in schools and universities as well as critical issues in special education, pre-school education, and large-scale educational development projects.

## Keynote speakers

We are proud to announce that

Prof. Kiyomi Akita, Gakushuin University, Japan

Prof. Motoko Akiba, Florida State University, USA

Prof. Peter Dudley, University of Cambridge, UK

Prof. Yanping Fang, National Institute of Education, NTU, Singapore

Prof. Elaine Munthe, University of Stavanger, Norway

Prof. Manabu Sato, Gakushuin University, Japan

Prof. Huan SONG, Beijing Normal University, China

have been invited to deliver keynote speeches at the Conference.

## Theme

**Evidence-Based Teacher Education and Lesson Study: Connecting Research, Policy and Practice**

## Strands

1. Evidence-based teacher education theory
2. Evidence-based teacher education policy
3. Evidence-based teacher education practice
4. Evidence-based lesson study and teacher professional development
5. Evidence-based lesson study and student learning
6. Evidence-based lesson study and school improvement
7. Evidence-based online teacher education and lesson study in the digital era
8. Methodological issues in studying evidence-based teacher education and lesson study

## Zoom ID

ZOOM ID: 895 479 35625

PASSCODE: 724724

## Contact Us

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