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# The Lexicon Project: Analysing pedagogical naming systems from different cultures to reconceptualise classroom practice and advance educational theory

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## Coordinator:

ICCR, University of Melbourne (AU)

## Partners:

Charles University, Faculty of Education (CZ), University of South Bohemia in České Budějovice, Faculty of Education (CZ), Finland, France, Germany, Japan, USA

## Summary:

Using terms from pedagogy allows us to interpret the facts from pedagogical reality in a meaningful way and also to communicate them. This leads us to the question: to what extent the terminology a person is able to use actively affects his/her perception of pedagogical reality. The main goals of the international project Lexicon are to create a database of terms for classroom research on international level and analyse pedagogical naming systems from different cultures to reconceptualise classroom practice and advance educational theory.

## Selected outcomes:

- MORAOVÁ, H. - NOVOTNÁ, J. - HOŠPESOVÁ, A. - ŽLÁBKOVÁ, I. - BUREŠ, J. How do we understand each other when we describe classroom activities – Lexicon. In Proceedings of the 13th International Conference Efficiency and Responsibility in Education 2016, pp. 440-447. Prague: Czech University of Life Sciences. ISBN 978-80-213-2646-0, ISSN 2336-744X.
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- HOŠPESOVÁ, A. - ŽLÁBKOVÁ, I. - NOVOTNÁ, J. - MORAOVÁ, H. - BUREŠ, J. Jak si rozumíme, když popisujeme dění ve třídě – lexicon. In Proceedings of ČAPV, České Budějovice 2016. (In print).
- MORAOVÁ, H. - NOVOTNÁ, J. Differences in classroom practices in ordinary and CLIL mathematics lesson. In Proceedings of Cizí jazyk v akademickém a profesním vzdělávání. Brno, 2016. (In print).