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Improving Student Learning Outcomes: Lesson Study

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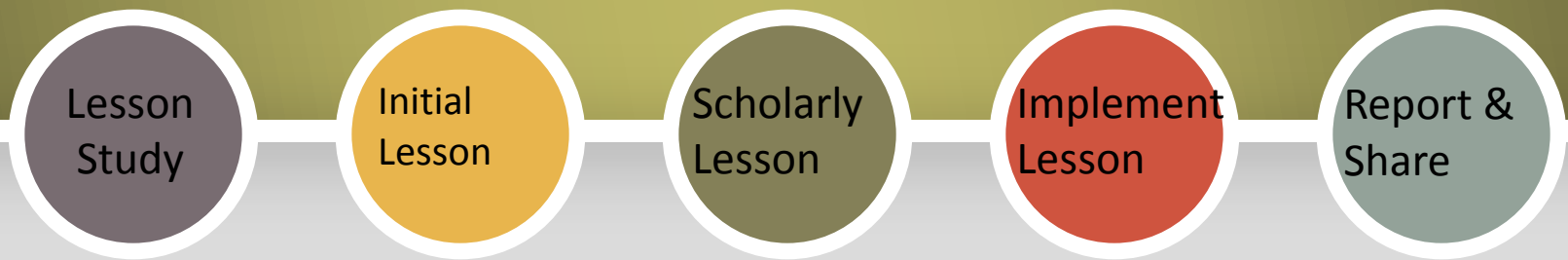
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Improving Student Learning Outcomes: Lesson Study

Lesson Study

Initial Lesson

Scholarly Lesson

Implement Lesson

Report & Share

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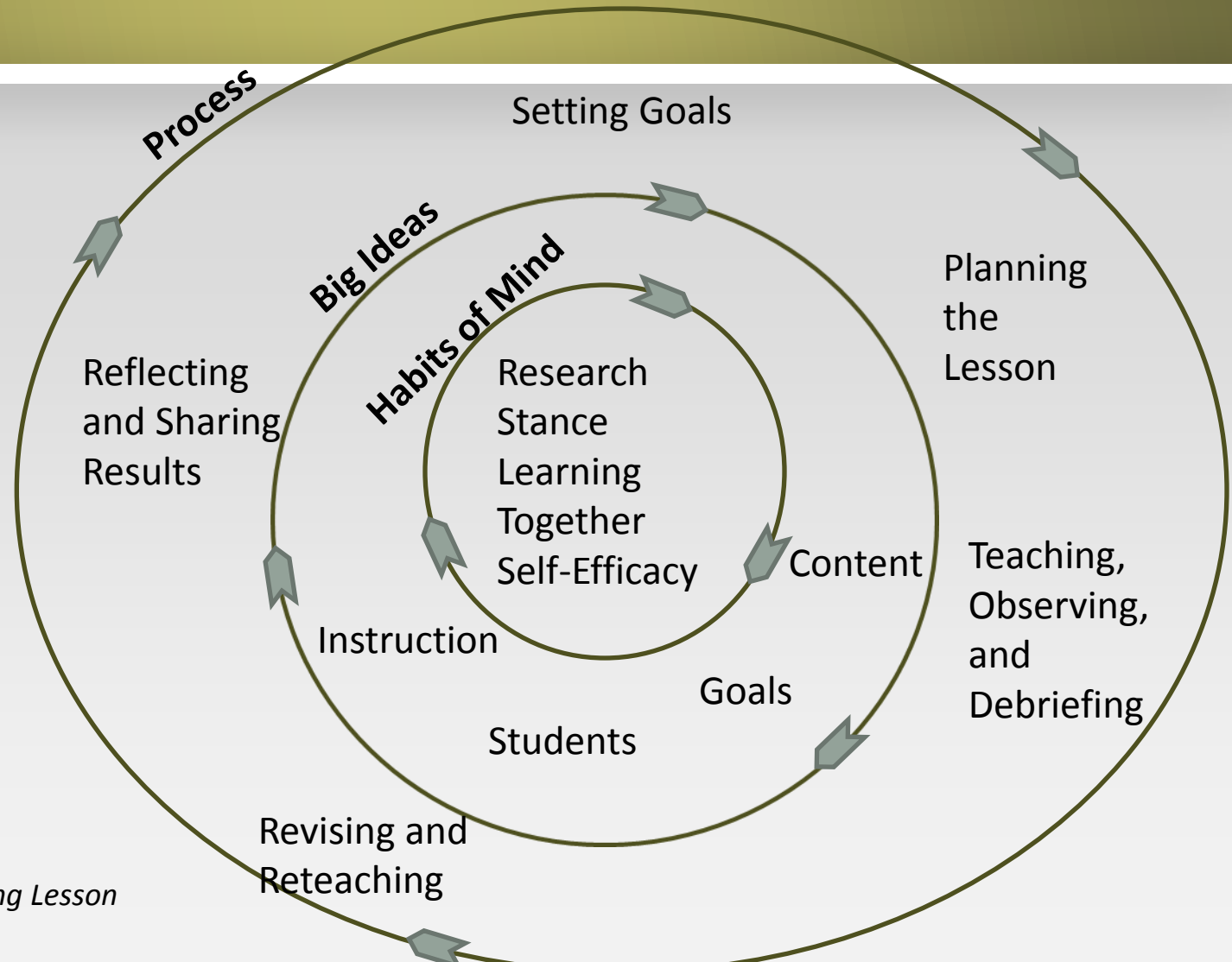Blue Ash College

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Lesson Study

Japanese Lesson Study

"A model for intensive, school-based professional development used in Japan" (Stepanek et al 2)

Lesson Study

Process

Process

Setting Goals

Big Ideas

Habits of Mind

Reflecting and Sharing Results

Research Stance Learning Together Self-Efficacy

Planning the Lesson

Content

Instruction

Goals

Teaching, Observing, and Debriefing

Students

Revising and Reteaching

Stepanek et al. (2007) *Leading Lesson Study.* Corwin Press

Lesson Study: Developing the Team

- Disciplinary Teams
- Interdisciplinary Teams

Lesson Study

- Research Theme

- Unit Goals

- Lesson Goals

Lesson Study

Students

- Identifying Student Qualities
  - Ideal Student Qualities
  - Actual Student Qualities
  - Research Theme

Ideal Student Qualities	Actual Student Qualities	Research Theme
Problem solvers Proficient with technology Lifelong learners who understand how to learn	Have difficulty applying what they know Written communication unsatisfactory Lack metacognitive skills	To engage students in learning how to learn and apply what they know to new situations.

LESSON PLANNING

Traditional

Cover Material

Teacher-Centered

Course Specific

Lesson Study

Uncover Material

Student-Centered

Research Oriented

Lesson Study

Lesson Objective

Goals or Objectives Should

- Be student-centered
- Require higher-order thinking
- Have measureable outcomes
- Be concrete, rather than vague or abstract

Planning the Research Lesson

Sample Learning Goals

- ## Learning goals

- Our goal was to develop students who critically, skeptically and thoroughly evaluate sources and articulate the benefits of spending time on this kind of activity. We want students to be able to apply what they learned from this lesson more broadly in their major discipline and in their pursuit of knowledge beyond college. We want students to be able to critically think about and evaluate the credibility of information that they gather in future research endeavors. The value of this lesson crosses many disciplines and has applications beyond the classroom.

- Our lesson promotes the achievement of these goals by actively engaging students in an authentic, hands-on, real-world application of data-gathering, an exercise that we felt met the definition of "active learning" as defined by Prince (2004). This applies to data-finding activities that students will engage in as writers, communicators and journalists. Because students report that technology delivers major academic benefits (ECARS, 2011), we also included technology as a part of this classroom activity.

Writing the Lesson Plan

Learning Activities: Possible instructional activities, key questions students will explore, scaffolding to meet the needs of all learners

Expected Student Reactions: Prior knowledge of students, difficulties students have with topic, How might students respond

Teacher support: How can we make the task more or less complex without undermining the goal?

Evaluation: How will we assess student learning?

Planning the Research Lesson

Planning the Research Lesson:

Assessment

1. How will you know students have learned?

2. What evidence do you need?

3. What form can this evidence take?

4. How can you use the evidence to improve student learning?

Research Lesson Plan

1. What is our research question or hypothesis?
2. How does our lesson design support the goals of the research lesson?
3. Have we anticipated student responses based upon our experience?
4. What kinds of prior knowledge of the topic should students have?
5. How will the instructor respond to student reactions and misconceptions?
6. What kinds of evidence would be sufficient for demonstrating student understanding?
7. Do we have a plan for evaluating the lesson?

Planning the Research Lesson
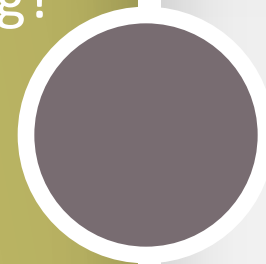
Research Lesson Plan

Steps of the lesson: learning activities and key questions (and time allocation)	Student activities/ expected student reactions or responses	Teacher's response to student reactions / Things to remember	Goals and Method(s) of evaluation	Notes
Pre-quiz: Previous Class* Integrate quiz report in lesson. 1. Key concepts: Instructor will begin by asking, "How do you use sources in your writing?" Have students brainstorm what the key concepts of integrating sources. First in writing and then talking. Students label examples of effective and ineffective integration. Have students do one answer at a time.	Students won't know answers. Won't be able to articulate their answers. Anticipated student responses: reference list, quotation, finding sources, filler Students will be able to label some, but may have difficulty explaining why they are effective/ineff. Students may say many quotes, longest, used all three sources.	Write up report Instructor writes responses on board with positive remarks to keep them coming. After students are done, instructor summarizes the concept of integrating sources. Instructor will define key terms like signal phrase, attributor. Instructor will elicit more from students to help them articulate why examples are effective or ineffective. Instructor will encourage students to consider their responses and to complete the paragraphs in timely fashion. Instructor will encourage all students to share their paragraphs by reminding students that these are drafts.	To find out what students know	

Process of Study Lesson
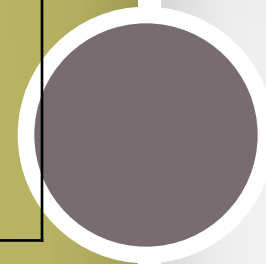
Observing the Lesson

- Build opportunities in the lesson to observe student interactions

- How do the students respond to the lesson

- Focus on how the LESSON worked

Reflection

Reflect

- 3-2-1 Reflection Activity:

  – Write 3 big ideas that you have taken away from this lesson study project

  – Write 2 points you will continue to ponder.

  – Write 1 action you will take immediately.

Final Lesson Study Guidelines

- – Background

- – The Lesson

- – The Study

- – Appendix

- https://wiki.ucfilespace.uc.edu/groups/lessonstudyresearchinstitute/

Report the Findings

Report

Developing SoTL Presentations

- Use your lesson study participation experience to develop a SoTL presentation.

    -Plan a presentation on how you designed and implemented a lesson plan and then used peer observations, student responses and scholarly resources to revise it.

- Develop and implement a lesson plan for fall semester and gather quantitative and qualitative data to determine the impact of lesson plan on SLO's.

- Plan on applying for IRB approval and completing ethical research training.
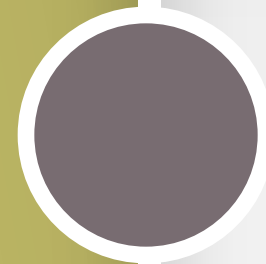
Presenting

the Findings

Present

- Bill Cerbin argues "because it embodies all five elements of teaching—vision, design, interactions, outcomes, and analysis—lesson study is an ideal context in which to document teaching improvement" (116).

RPT

Works Cited

Cerbin, Bill. *Lesson Study: Using Classroom Inquiry to Improve Teaching and Learning in Higher Education*. Sterling, VA: Stylus, 2011. Print.

Stepanek, Jennifer et al. Leading Lesson Study: A Practical Guide for Teachers and Facilitators. Thousand Oaks, CA: Corwin Press, 2007. Print.