

ECAD7004: Researching the Learning: what, how and why am I teaching?

Session 4



Developing a critical stance

Values and limitations of lesson study

Research Questions

How can we ensure that our research question is effective?

i.e.

- ▶ that it allows us to carry out the research that we intended
- ▶ that it allows us to gather the data that we need to answer the question
- ▶ that it allows us to come to conclusions

Thinking of a research idea

- ▶ Start with curiosity:
 - ▶ Is something a case?
 - ▶ Why is that the case?
 - ▶ What are the consequences of doing something?
 - ▶ Is this a part of my everyday practice?

Spot the issues...



What do people think about television?

- ▶ This is broad and obscure. I would want to know who we mean by ‘people’ and what do we mean by ‘television’?
- ▶ What would be the purpose of this research? Who would want to know the results?

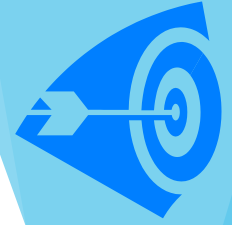
What is the educational value of children’s programming according to teachers?

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- ▶ *I want to find out how many local residents are interested in a play scheme for children during the summer holiday.*
 - ▶ All local residents?
 - ▶ Only if they're 'interested'... or whether they would want to actually *use* it?
 - ▶ Would residents be happy to use the scheme if it was run? What is your interest in this?

My project is to do some research into autism, find out what people do when their relatives have it and what support they can get and how doctors deal with it.

- What do you think about the way this question has been written?
- What questions would you ask if you were supervising this student?

Aims and Objectives

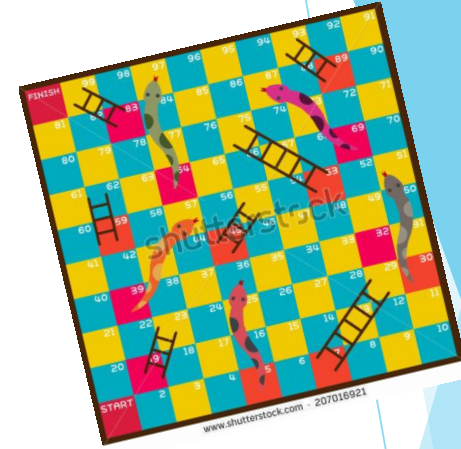


Aim: The overall driving force of the research - what is it that you want to find out?

Objectives: The means by which you intend to achieve the aim. How will you find this out?

Problems with Research Questions

- ▶ Common problems
 - ▶ They are too broad
 - ▶ There's no clear way to answer them
 - ▶ You can't get the information you need
- ▶ Ask yourself:
 - ▶ Is the question precise?
 - ▶ Is the research that will come from this question doable?



Lesson Study Research Questions

Now...

Identify an aspect of personal practice which would benefit from being 'transformed'.

Use previous reflections, feedback and any other sources of evidence to inform your choice.

Forming pairs

- ▶ The partners must agree on the topic being researched (and the research question);
- ▶ Both partners should be placed in the same network;
- ▶ It is useful if the partners will be researching in the same or adjoining Key Stages, e.g. both in KS2 / one in KS2 and one in KS3 etc.

Directed Task 3

► Primary students - Task 3a

Read Warwick, P., Vrikki, M., Vermunt, J.D., Mercer, N. & von Halem, N. (2016) Connecting observations of student and teacher learning: an examination of dialogic processes in Lesson Study discussions in mathematics. *ZDM Mathematics Education* (2016) 48: 555.

► Secondary students - Task 3b

Read Cajkler, W., Wood, P., Norton, J., Pedder, D. & Xu, H. (2015) Teacher perspectives about lesson study in secondary school departments: a collaborative vehicle for professional learning and practice development, *Research Papers in Education*, Vol.30, Issue 2.

Post-session reading

You will need to undertake some reading about:

- ▶ The process of Lesson Study:

NB You **should** include reference to Peter Dudley in your assignment.

You will find relevant information:

- ▶ In books (in the library!)
- ▶ In journals (available on the on-line library portal)
- ▶ **On Moodle**

Any questions?



