

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

Session 3



Assessment Reminder

Coursework (100%): Individual Written Assignment

Research project - Lesson Study

(5000 words PLUS submission of an Ethics Form - 17/12/19)

Submission: 21/02/20 (deadline 23.59)

Lesson Study

Lesson Study (1)

Lesson Study is a model for collaborative classroom professional learning where:

- ▶ two or more teachers work together, developing practice in the classroom, focusing on the needs and learning of real pupils and trying to solve a teaching- or learning-based problem that is affecting pupils' progress;
- ▶ teachers are engaged in developing a teaching technique which is designed to improve a specific aspect of learning for identified pupils;

Lesson Study (2)

- ▶ teachers keep a record of what they learn and pass on the practice knowledge which they gain to others.

It is built on the premise that the best way to improve education is to “get teachers together to study the processes of teaching and learning in classrooms, and then devise ways to improve them” (Fernandes & Yoshida, 2004)

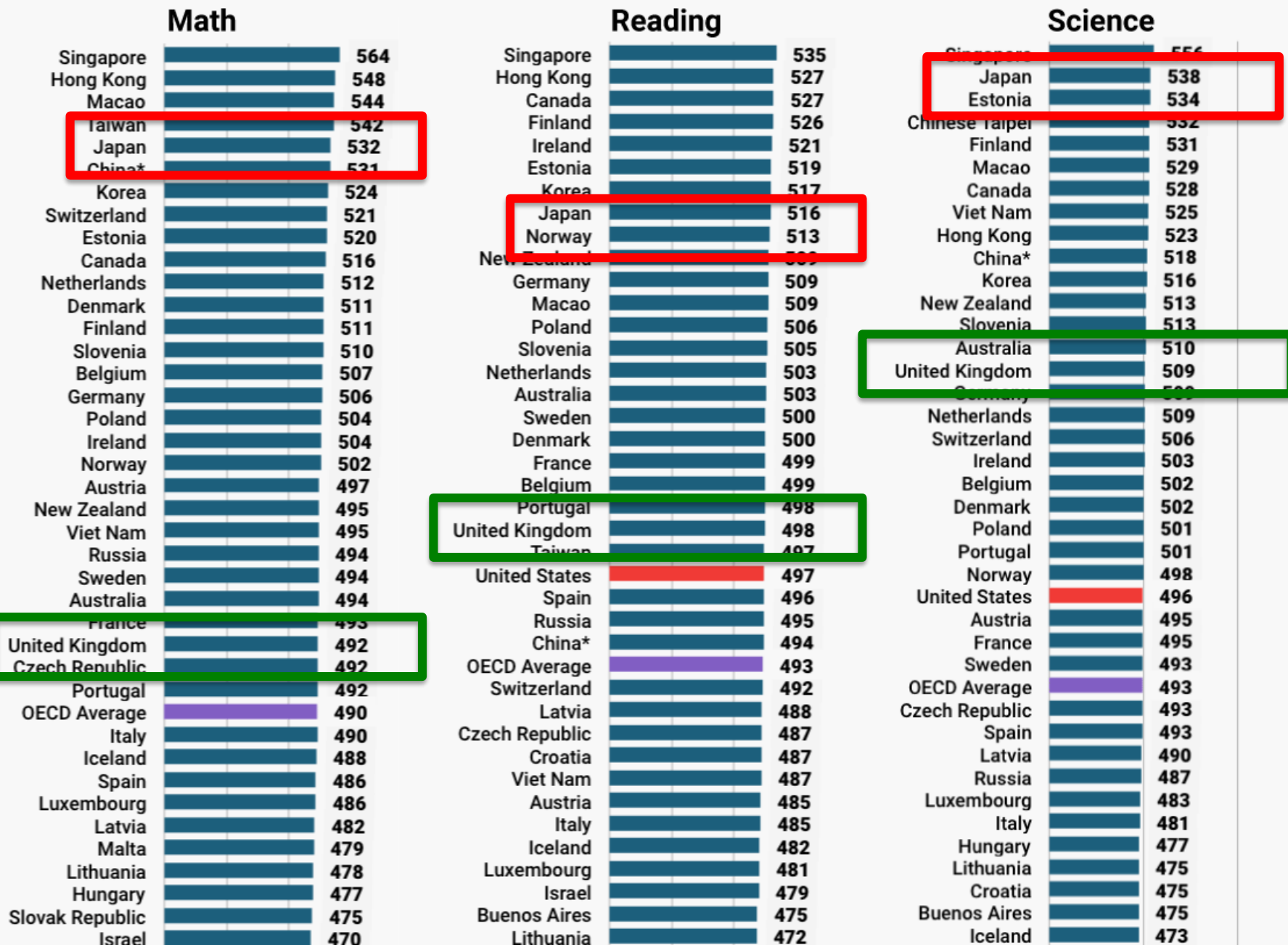
Fernandez, C. & Yoshida, M. (2004). *Lesson study: A Japanese approach to improving mathematics teaching and learning*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

The process was developed in Japan.



Why might teachers in the UK think that following Japan's example might be a good idea?

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Why Lesson Study?

- ▶ It encourages collaboration and reflection;
- ▶ Teachers have ownership of their CPD, choosing their own research question;
- ▶ It is based on evidence;
- ▶ It uses pupil voice to develop the quality of teaching.

Lesson Study

1. Plan

- **Plan** a lesson together.
- Address each activity to your enquiry question and **predict** how pupils will react and how you will assess this.
- Pick 3 **case pupils**.

2. Observe

- **Teach** the lesson with your colleagues observing.
- Pay particular attention to the **case pupils**.
- Conduct any **assessments** and/or **interviews** during & after.

3. Reflect & Plan

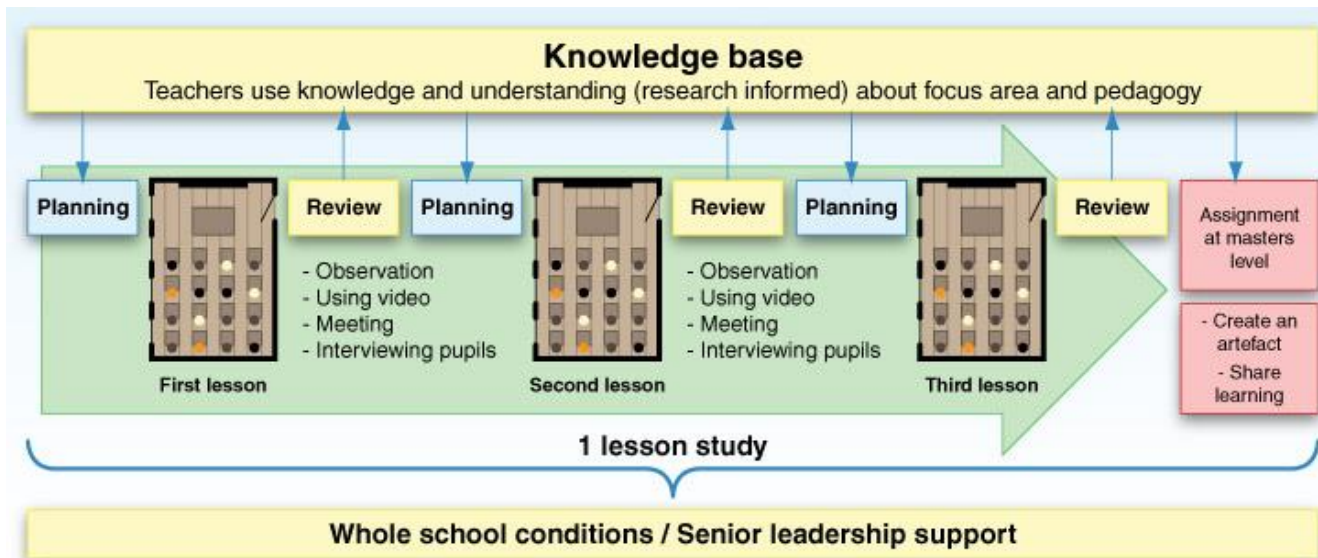
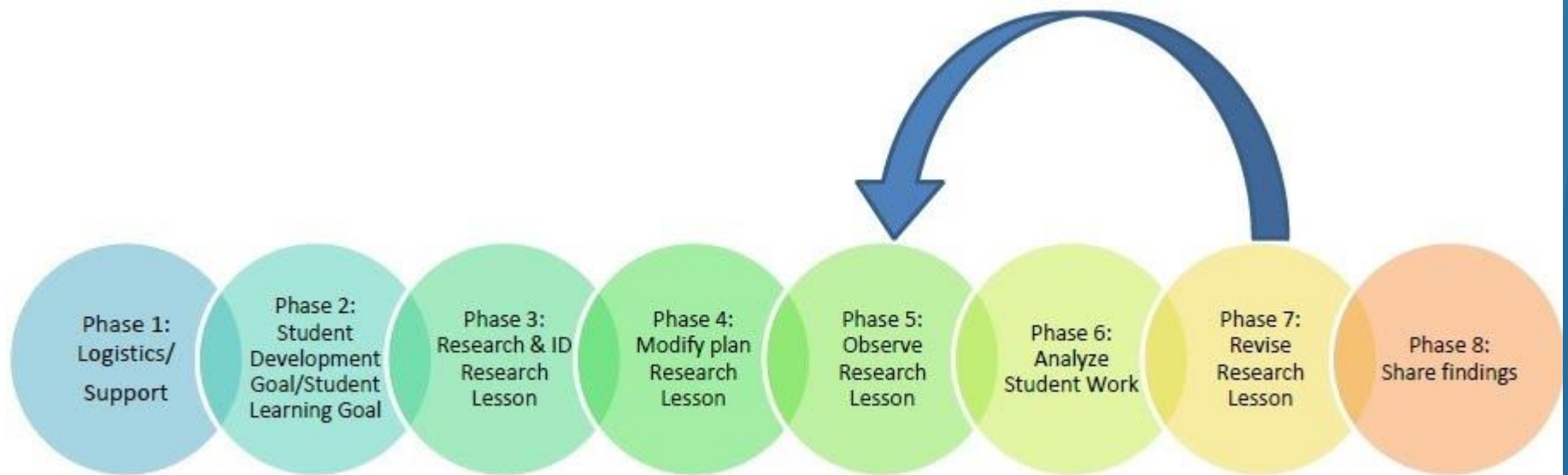
- As soon after the lesson as possible, **reflect** how each activity elicited the sought-after change. Were your **predictions** correct? Why?

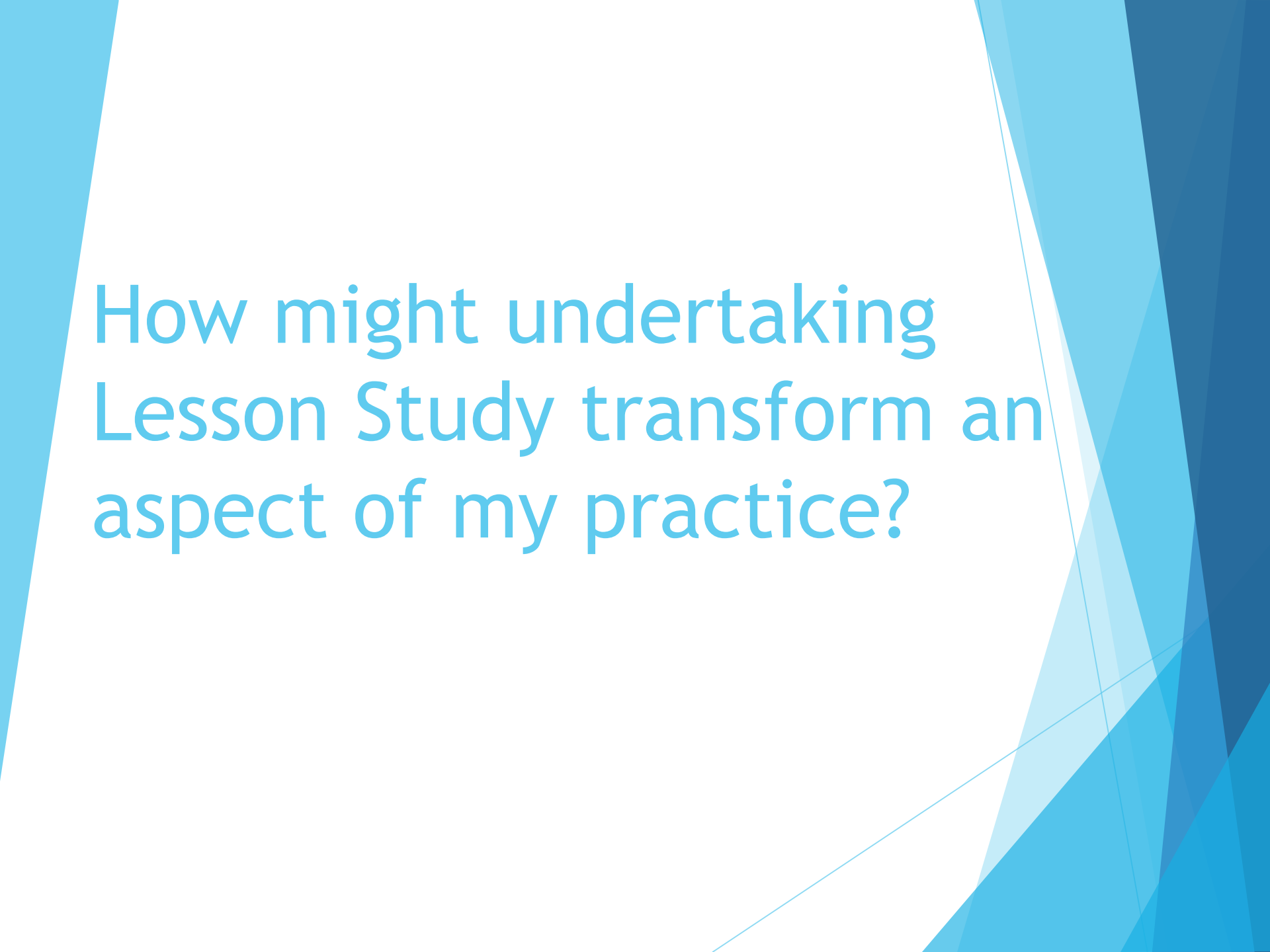
Lesson Study

<https://www.youtube.com/watch?v=7YdugNFsfHo&t=64s>

Lesson Study - How does it work?

- ▶ Decide upon the intended focus of the Lesson Study;
- ▶ Plan a lesson that includes this focus;
- ▶ Teach the lesson and observe the learning;
- ▶ Review the lesson and its impact on the pupils (including pupil voice);
- ▶ Revise and adjust the lesson;
- ▶ Teach the second lesson...



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How might undertaking
Lesson Study transform an
aspect of my practice?

Lesson Study

- ▶ <http://lessonstudy.co.uk/what-is-lesson-study/>

Background to lesson study: Peter Dudley

- ▶ <http://lessonstudy.co.uk/2014/09/lesson-study-professional-learning-for-our-time-read-pete-dudleys-resume-of-the-case-for-lesson-study-made-in-his-new-book-out-on-10-september-which-can-be-ordered-at-httpwww-routledge-comb/>

Directed Task 2

You need to undertake some reading:

Read Sachs (2010) *Learning to improve or improving learning*.

See Moodle for a direct link to a pdf.



