

Japanese Lesson Study to the Rescue

S 075

Onondaga Community College

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Goal of Lesson Study:

Improving Instruction
for the Purpose of
Improving Student Learning



Getting Started

September 2009:

- Attended a talk by Catherine Lewis
 - Shared idea with department
 - Recruited volunteers
- 

What Next?

October 2009:

- Applied for institutional grant

December 2009:

- Received notice of grant award
- Facilitators planned with consultant

January 2010:

- 3-hour Team Orientation Workshop

Essential Elements of Lesson Study

1. STUDY

Consider long term goals
for student learning and
development

Study curriculum and
standards

2. PLAN

Select or revise research
lesson

Do task

Anticipate student responses

Plan data collection and
lesson

3. DO RESEARCH LESSON

Conduct research lesson

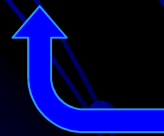
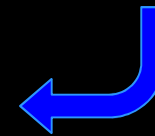
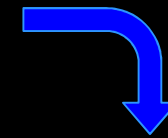
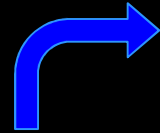
Collect data

4. REFLECT

Share data

What was learned about
students learning, lesson
design, this content?

What are implications for
this lesson and instruction
more broadly?



Lesson Study in Action

- Research team planning
- Actual Japanese research lesson
- Faculty colloquium with comments from:
 - Presenting teacher
 - Research team
 - Observers
 - Invited commentator

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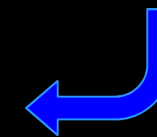
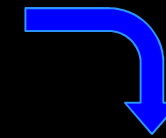
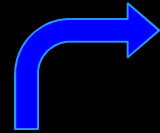
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1.) Study – Research Theme

- For students to develop fundamental academic skills that will enable them to:
 - think critically,
 - relate math to their everyday lives, &
 - develop an appreciation for math.
- 

2.) Plan - Selecting a Topic

- **Slopes as Rates of Change**

- Coin investigation
- Staircase application

March 8

&

April 2

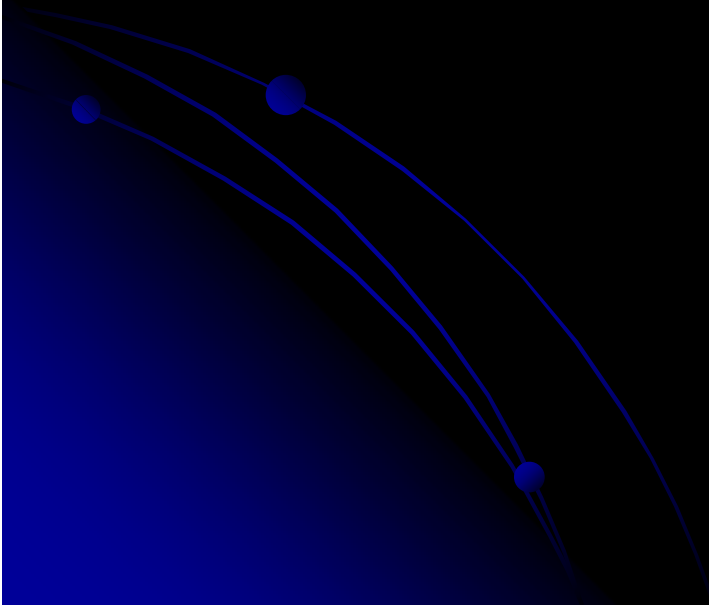


2.) Planning the Lesson

- Discuss current teaching techniques
- Identify common student errors
- Anticipate student responses
- Discuss word choice
- Develop discovery activities
- Try it out before you implement it!

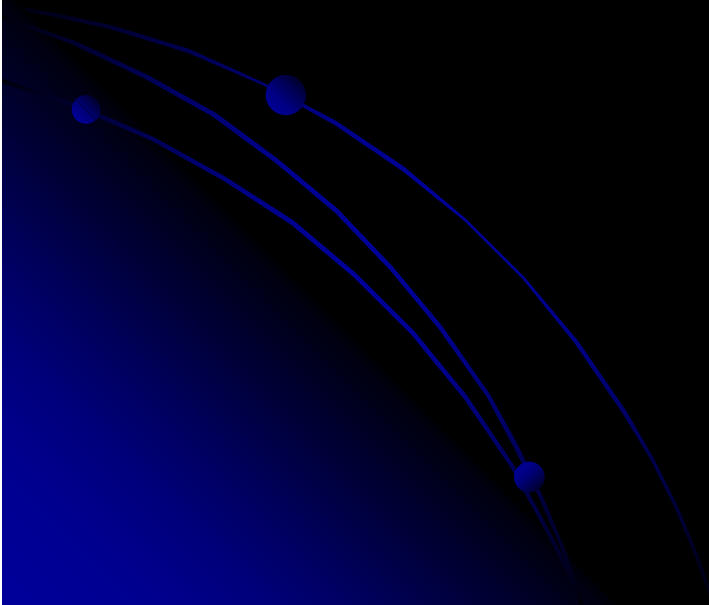
3.) Teaching the Research Lesson

- Panic!



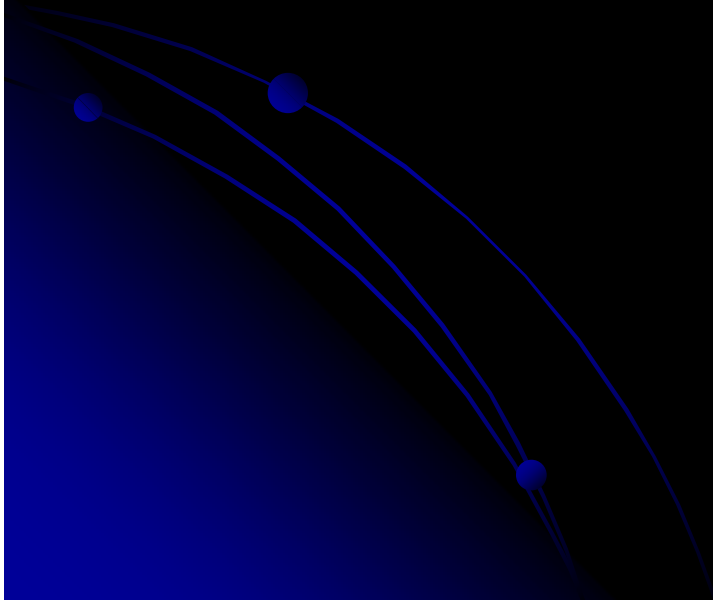
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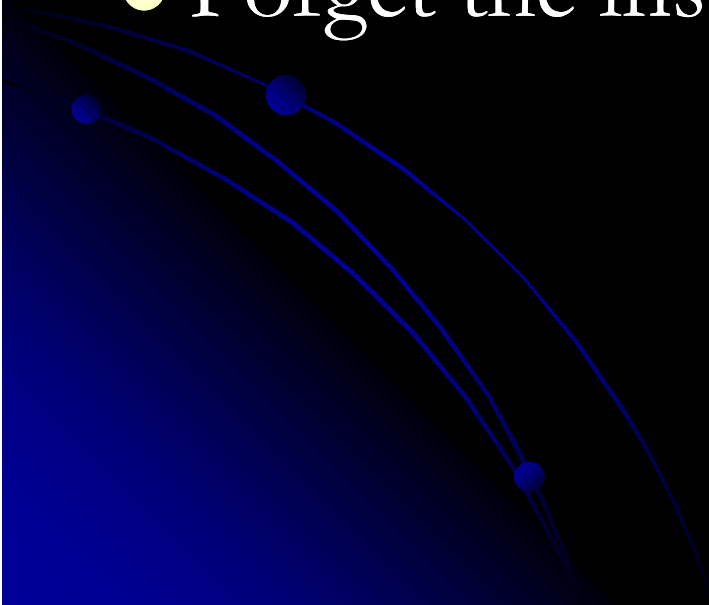


3.) Teaching the Research Lesson

- Panic!
 - Relax
 - We are all in this together
 - Forget the instructor,
observe the students
- 

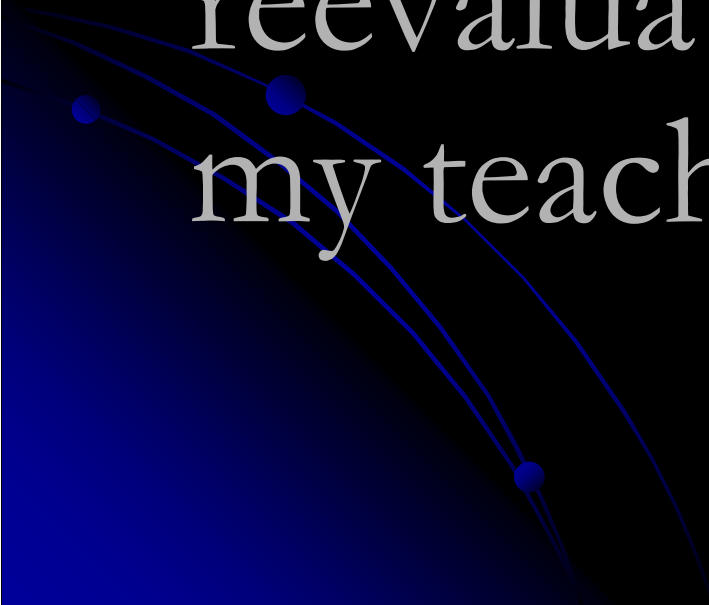
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4.) Reflect

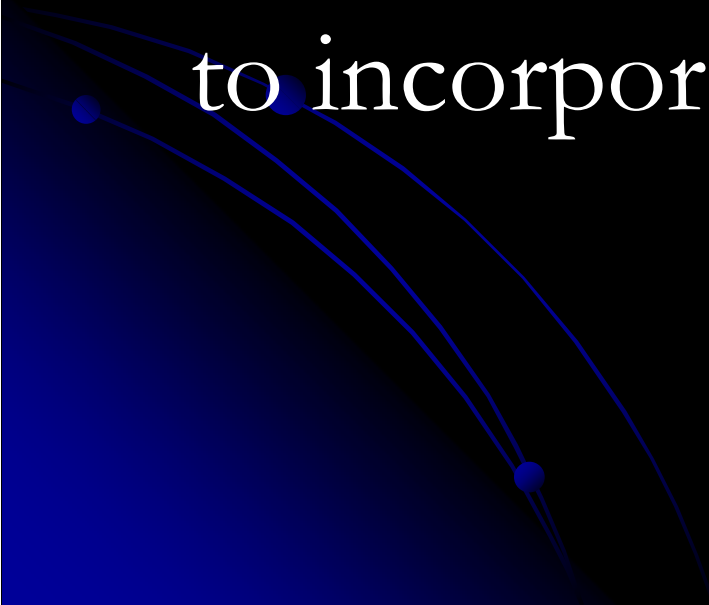
- Post-observation Consultation
 - Immediately follows the lesson
 - Teacher comments
 - Team comments
 - Consultant comment
- Revise & Re-Teach
 - Activities changed dramatically - less leading
 - Team continues to revise this year



“I got involved to collaborate on a single lesson and ended up reevaluating and revising my teaching!”

~ Michelle Doucette

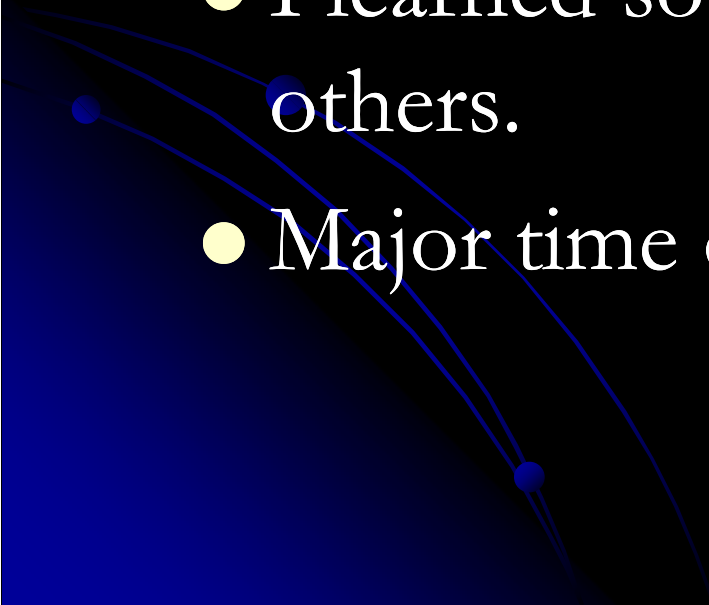
Why I Got Involved

- To learn about the lesson study process
 - To have another interactive lesson to incorporate into my classes
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Unexpected Benefits

- Stay away from groups
- I had the opportunity to see how students learn
- Listen more
- Activities that are too leading do not make for good discussions
- Go green
- Make activities clear and concise
- Reconsider long range goals

Some Other Surprises

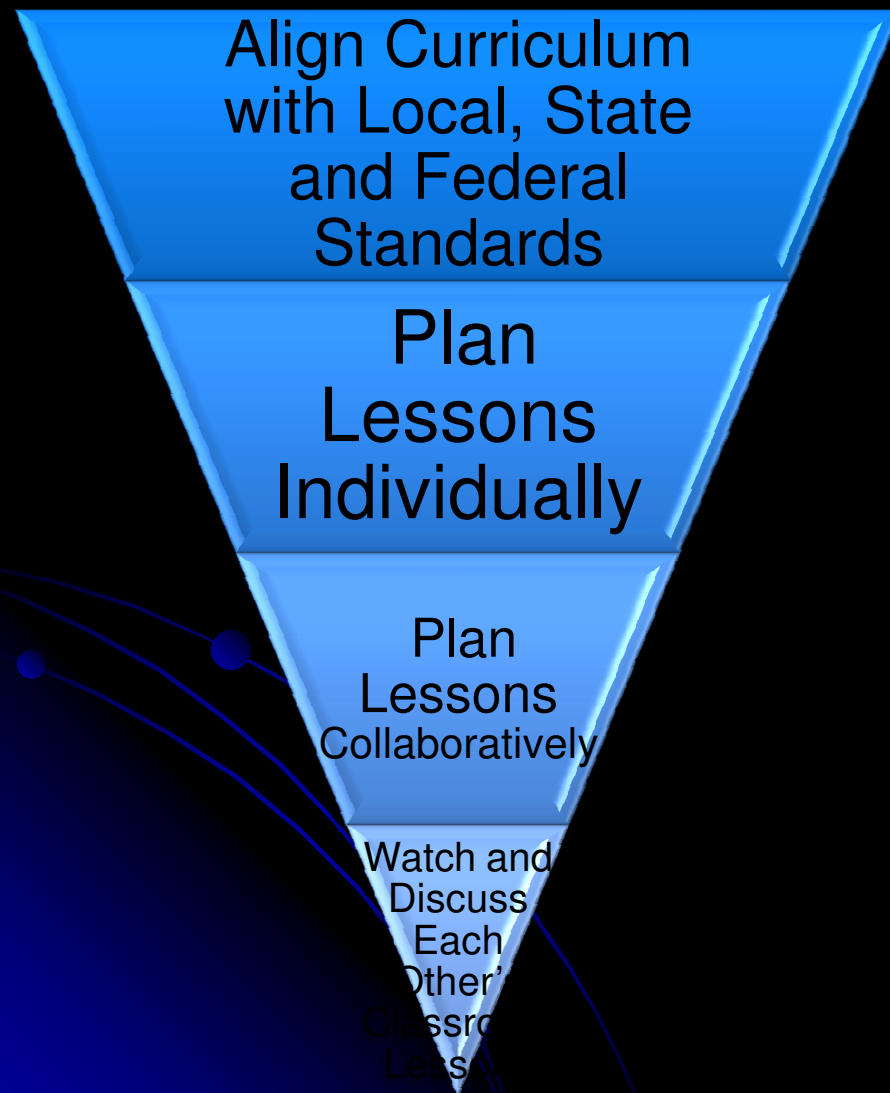
- It was fun.
 - It was rewarding.
 - My teaching skills improved.
 - I learned so much from working with others.
 - Major time commitment.
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Personal Time Commitment

- **3 hours-** Team orientation workshop
- **10 hours-** Team meetings during “college hour”
- **2 hours-** Observing research lessons
- **5 hours-** Post-lesson reflection & discussion
- **1 hour-** Final reflection meeting
- **20 hours-** Pre-planning , consultations, & weekly preparation (by facilitators)
- **MANY unknown hours-** Contributions by team members beyond meetings (email discussions, hall chats, personal reflection, “tweaking,” ...)

How Do We Invest Our Time?

C. Lewis 2002



Want To Know More??

Please Visit

www.lessonresearch.net

A copy of this presentation is available at:

http://myhome.sunyocc.edu/~clancyt/index_files/page0005.htm

Email: clancyt@sunyocc.edu