

OUR
LESSON STUDY
JOURNEY
@
HUAMIN
PRIMARY SCHOOL

**SINGAPORE
LESSON
STUDY
SYMPOSIUM
2013**



ENGLISH LANGUAGE



SINGAPORE LESSON STUDY SYMPOSIUM 2013



School Vision

Caring Thinkers

Adventurous Learners

Passionate Contributors

A Happy Learning Place

Home of Quality Holistic Education

Where we Learn to Love and Love to Learn



CHRYSA

CHRYSA

N3 CLUSTER

CENTRE OF EXCELLENCE FOR VISUAL ARTS

agenda



- (1) Why Lesson Study in Huamin Primary School
- (2) English Language Lesson Study Journey from 2010 – 2013 in the School
- (3) Q & A



Lesson Study in Huamin Primary School



- School started on Professional Lesson Communities (PLC) in 2010
- Huamin chose to do PLC through Lesson Study (LS)
- The LS journey @ Huamin Primary began in 2010



Lesson Study in Huamin Primary School

SEM 3.2 : STAFF LEARNING & DEVELOPMENT

STG 3.2.2 :

To build staff capacity through training & development

2010 : *Introduction of Lesson Study in Huamin*

2011 : *Growth of Lesson Study*

2012 : *Development of Lesson Study*

2013 : *Consolidation of Lesson Study*



Lesson Study in Huamin Primary School

PLC Thorough LC : Huamin's 4-year plan

4 Year PD PLC-LS Plans			
2010	2011	2012	2013
Intro of LS to Huamin	Growth of LS	Development of LS	Consolidation of LS
<u>PD & Training</u>			
Introductory LS workshops for all teachers by P	Additional LS training for selected teams	Advanced LS training for selected teams	Advanced LS training for all teams
Seminar by Japanese LS expert	NIE LS workshop for Math team w RL (Mr Sato)	NIE LS workshop for Math team with problem solving RL (Dr Takahashi)	NIE workshop for EL team
Additional AST workshop for 1 LS team	AST workshop for Science team	AST coaching for Science team	AST & ELIS coaching
School-based sharing by LS teams every semester	School-based sharing by LS teams every semeste	School-based & cluster based sharing by LS teams every semeste	School-based, cluster-based and zonal sharing by LS teams every semester
Participation in LS Symposium	Participation in LS Symposium	Presentation in LS Symposium	Presentation in LS Symposium
1 seminar by Japanese LS expert	3 seminars by Japanese experts	2 seminars by LS experts with RL	2 seminars by LS experts w RL
Participation & 1 Presentation in WALs Conference in Brunei	Participation & 2 Presentations in WALs 2011 in Tokyo	Participation & 3 Presentations in WALs 2012 in S'pore	Participation & 4 Presentations in nat'l & int'l conferences

WHY LESSON STUDY

Teaching → Learning



WHY LESSON STUDY

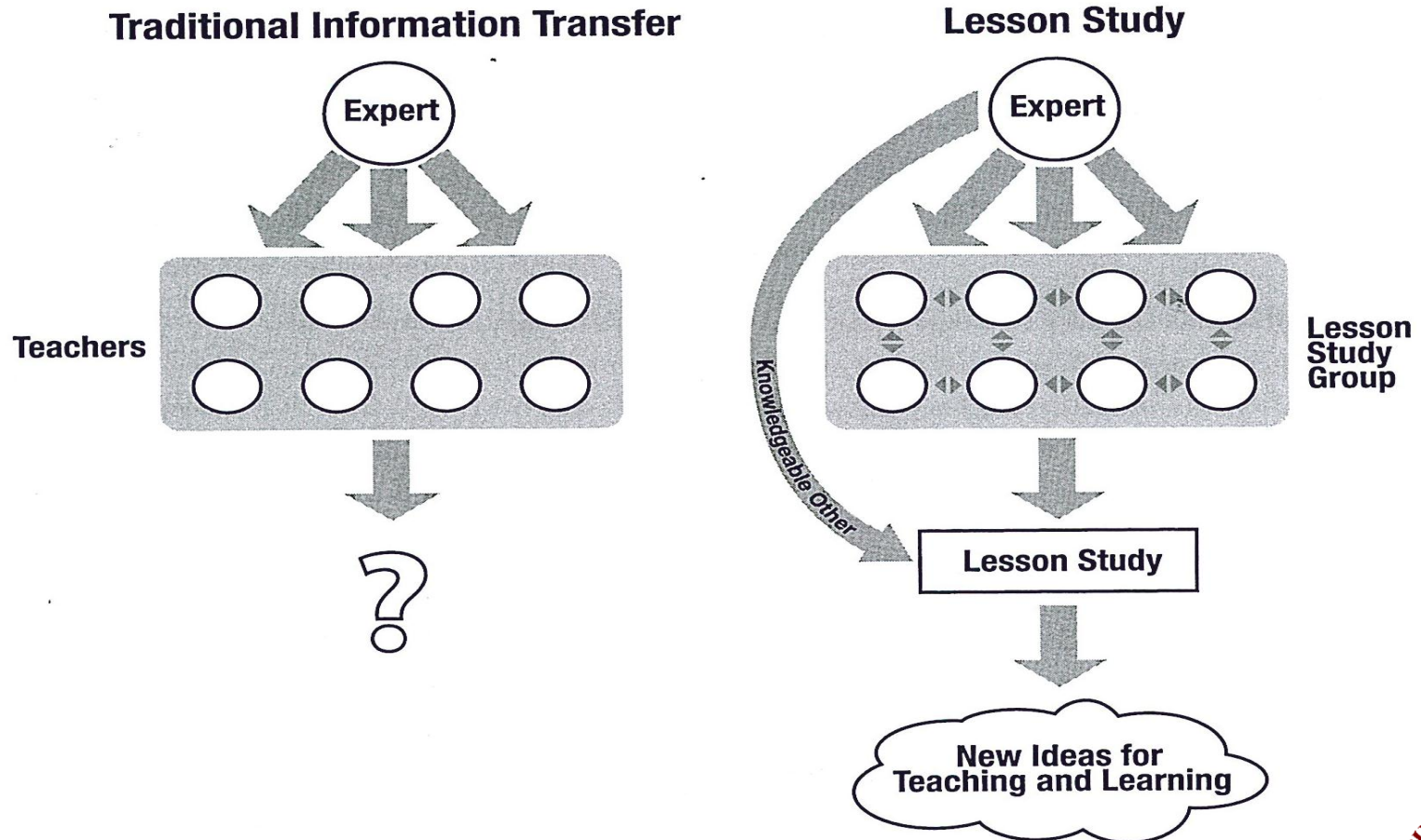


Figure 9.1: A comparison of the role of the expert in professional development and in lesson study. Concept courtesy Akihiko Takahashi



WHY LESSON STUDY



Lesson Study is teacher-led.



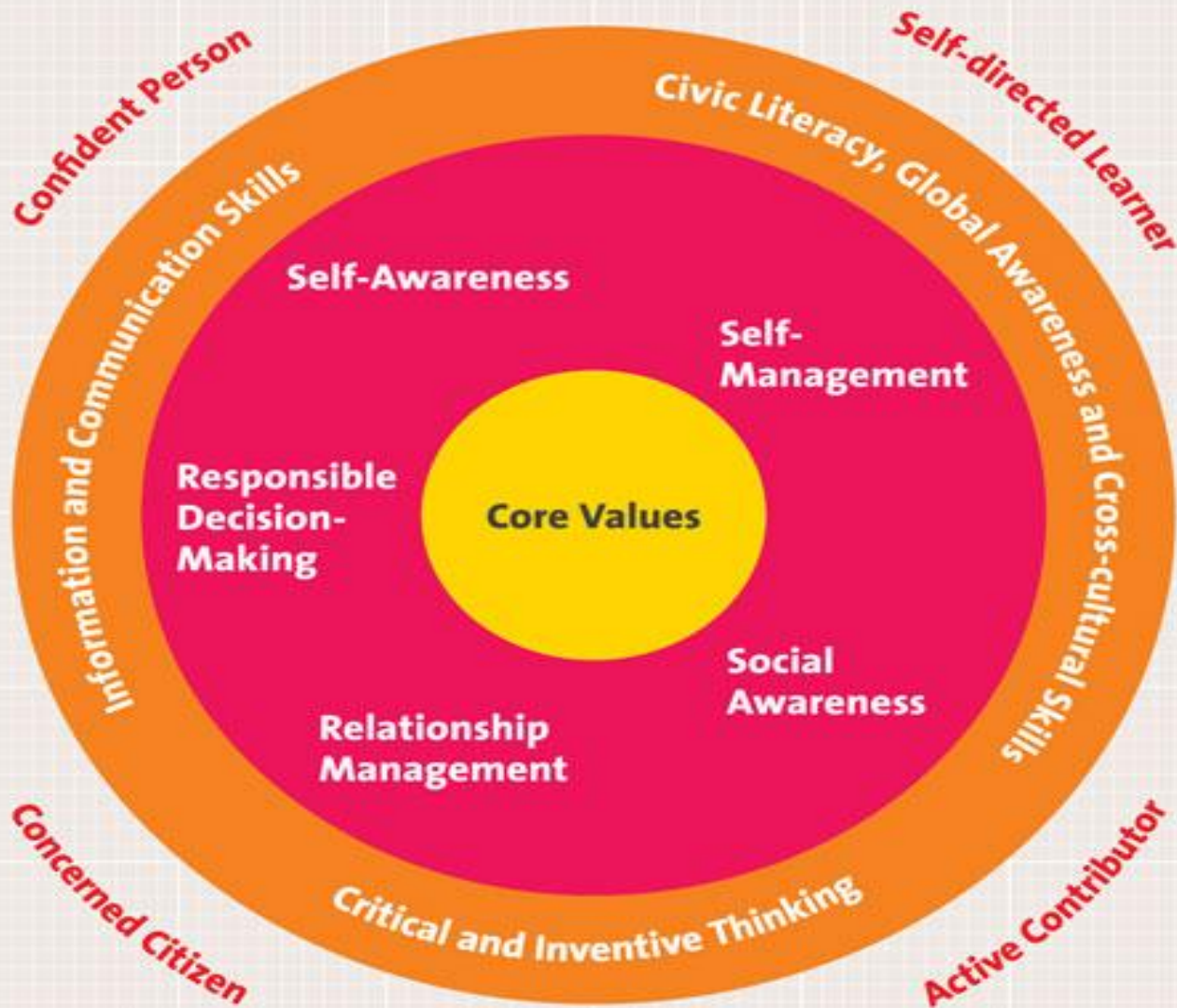
Lesson Study provides opportunity to directly study teaching and learning in the classroom.

Lesson Study keeps students at the heart of the professional development activity.



Lesson Study is a means to improve subject pedagogy

WHY LESSON STUDY



21st Century Competencies and Desired Student Outcomes

Source:
<http://www.moe.gov.sg/media/press/2010/03/moe-to-enhance-learning-of-21s.php>



WHY LESSON STUDY

“You cannot change others and your work [done] in the past, but you can change yourself and your lessons in the future.”

(Mr Ono, a principal of Oka Elementary School told the Teachers after an LS session- Shared by Prof Kiyomi Akita)



Mission:

Create a dynamic learning environment where pupils cultivate a learning passion for English so that they will blossom into competent critical readers and listeners, expressive and skillful writers and speakers.



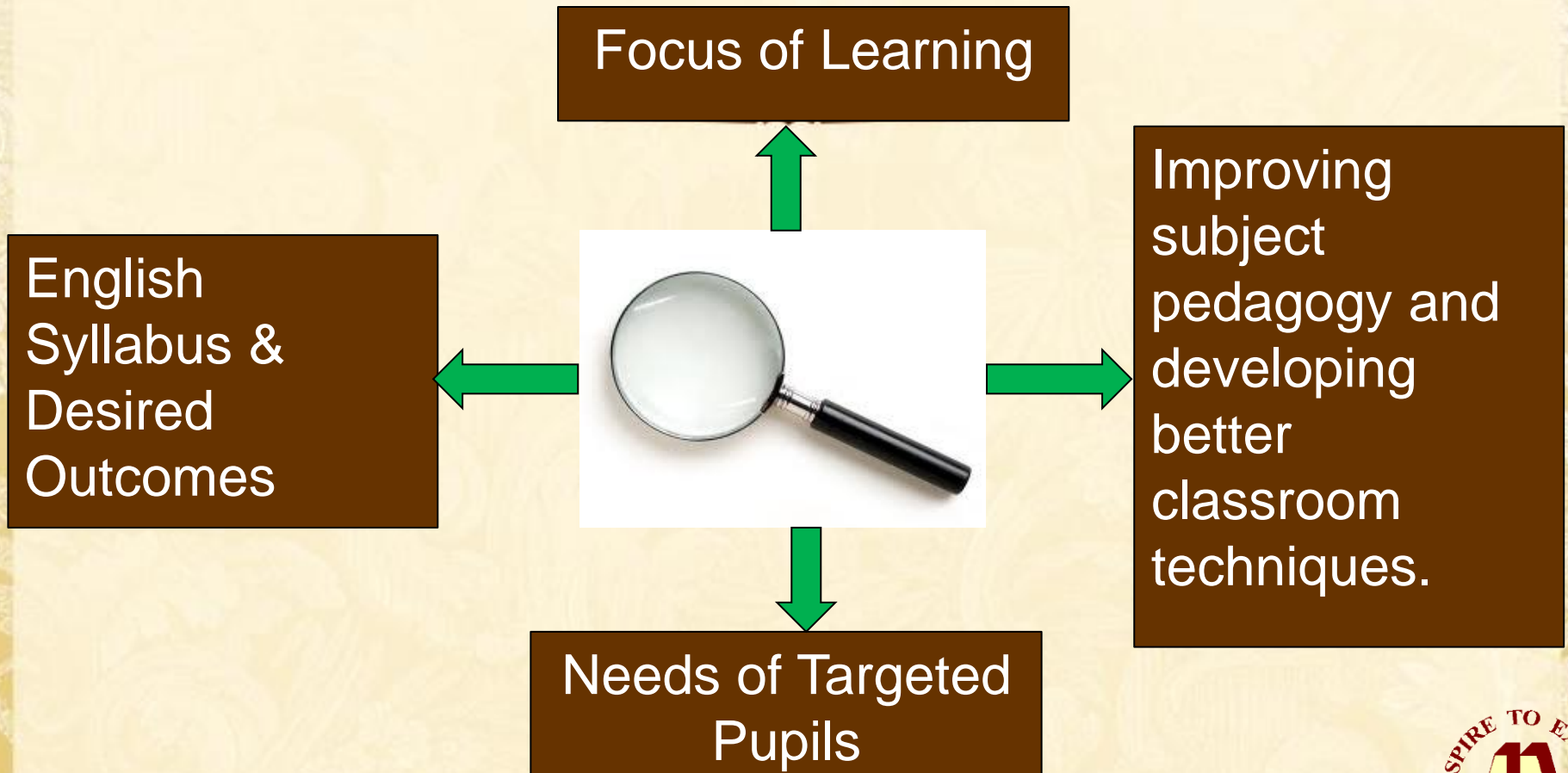
Vision:

Passionate Learners and **E**ffective Users of **G**ood English (PEG for EL).



Lesson Study in the EL Department

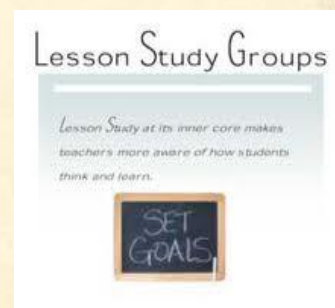
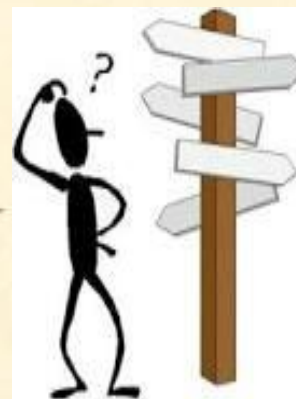
Determining Lesson Study Focus in the EL Department



Lesson Study in the EL Department

How LS is carried out in the EL Dept : *The Structure*

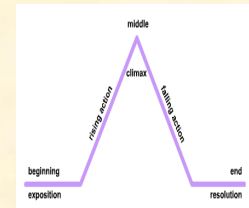
- Placed in teams
- Analyse pupils' results
- Component Analysis
- Identify Weak Areas
- Intervention Plans
- Areas for Lesson Study
- Share the skill with the EL teachers before LS is carried out
- Target class & RL teacher decided upon
- Compact LS – no 2nd RL



AREAS FOR EL LESSON STUDY

2010 : Composition

- Use of Plot Graph to Plan Writing



2011 : Reading Comprehension

- Use of Storyboarding



2012 : Reading Comprehension

- Use of Annotation

2013 : Philosophy for Children (P4C)

- Use of Meaningful Stories & Questions to develop a community of inquiry



Huamin's EL Lesson Study

LESSON STUDY cycle

(1) STUDY

- Consider long term goals for student learning and development
- Study curriculum and standards
- Strategies? Questions?

(2) PLAN

- Select and plan research lesson
- What to observe?
- What are the expected responses?
- What data to collect?

(3) RESEARCH LESSON

- Conduct research lesson
- Observe and collect data
- Share and discuss data
- Observe a protocol

(4) REFLECT

- Share data
- What was learned about students learning, lesson design & content?
- What are implications for this lesson and instruction more broadly?

(5) Enhance & Teach

- Build in the suggestions from Reflection
- Enhance & apply learning points
- Teachers carry out lessons in their own classes

PRIOR 2 RESEARCH LESSON

Brief Observers

- Points to note :
 - (1) during observation
 - (2) post observation
 - (3) roles



**ENGLISH
LESSON STUDY
IN
2010**



FOCUS AREA



GOAL SETTING

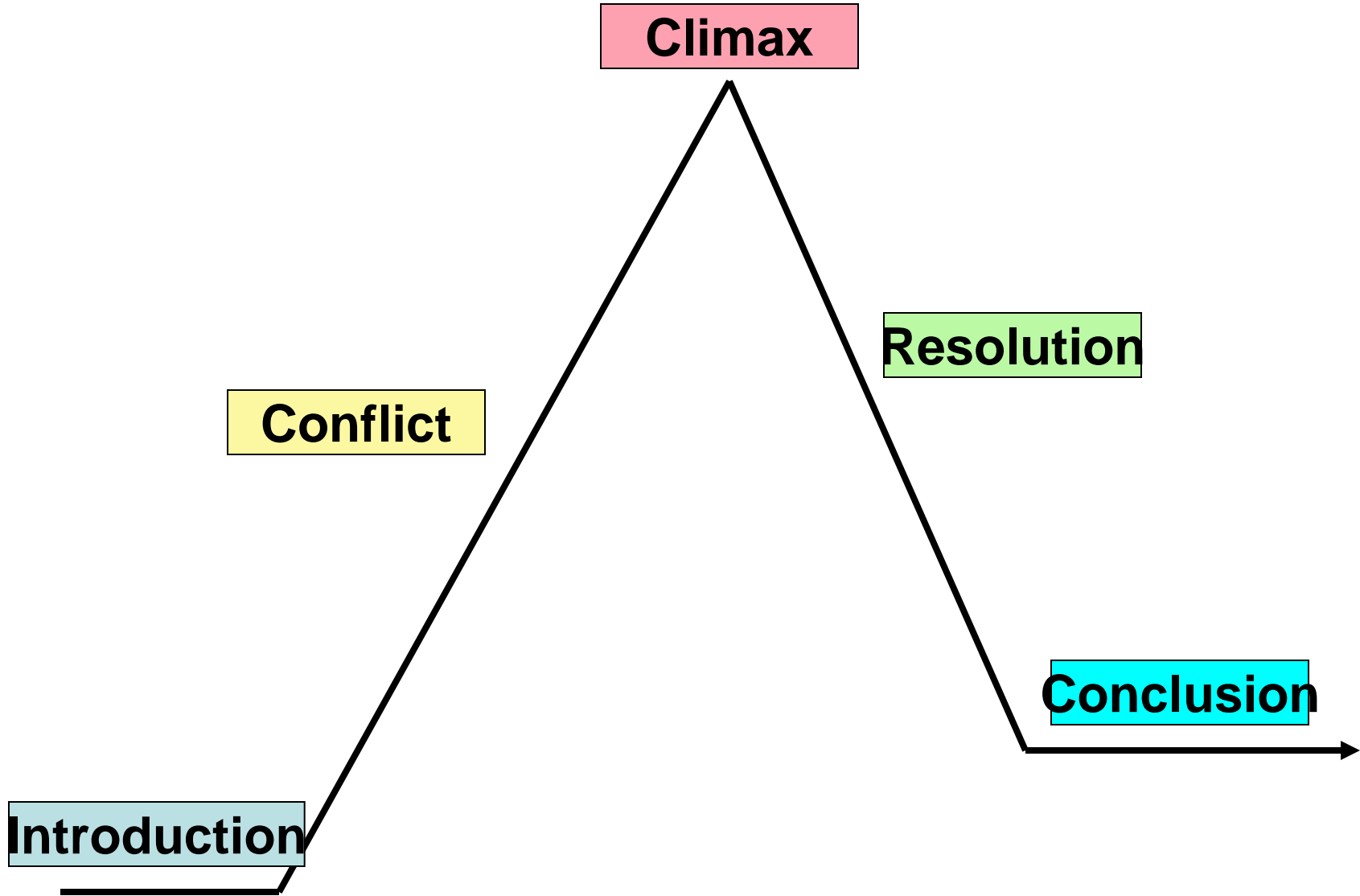


Goals for Lesson Study & Research Lesson

- Pupils to be able to plan their composition systemically
- Pupils to be able to use the plot graph as a technique to organise their composition



PLOT GRAPH



RL SPECIFIC OUTCOMES

- Pupils to understand the importance of planning their composition before writing it

- Pupils to understand the use of the plot graph as a tool for planning and sequencing their ideas
- Pupils to understand the elements of a plot graph
- Pupils to be able to disintegrate the content of a model composition onto a plot graph
- Pupils to plan a composition using the plot graph (in subsequent composition writing lessons)

Huamin's EL Lesson Study

CONNECTION WITH RESEARCH FOCUS

- Pupils often began on their piece without planning.
- Their ideas were not effectively sequenced.
- Their compositions lacked coherence.
- The use of the plot graph will allow the pupils to arrange their ideas and to produce a piece that is coherently written as well as one that would be interesting to read.
- The elements of the plot graph would also ensure that the pupil has tackled different aspects (eg. Introduction, conflict, climax, resolution and conclusion) in his/her writing piece.



CONNECTION WITH RESEARCH FOCUS

- The use of the plot graph will allow the pupils to arrange their ideas and to produce a piece that is coherently written as well as one that would be interesting to read.
- The elements of the plot graph would also ensure that the pupil has tackled different aspects (eg. Introduction, conflict, climax, resolution and conclusion) in his/her writing piece.

ACTUAL SITUATION OF THE PUPILS

- were of low ability
- had poor writing skills
- not independent writers
- lacked creativity
- did not know how to plan before writing
- some of them had problems expressing themselves

STEPS TAKEN TO ACCOMPLISH GOALS

(a) Strategies for the Learning Process

- Understanding the importance of planning before writing composition
- Introducing the plot graph as a strategy for planning before writing the composition
- Identification of elements of plot graph in model composition
- Using a model composition, the content is disintegrated and arranged according to the elements on the plot graph
- Pupils to carry out the exercise in groups
- Pupils share their inputs on how they have disintegrated the content onto the plot graph

STEPS TAKEN TO ACCOMPLISH GOALS

(b) Strategies for Support & Evaluation

- A video clip on fire was shown to set the context and for tuning in.
- For activity 1, pupils were provided with a model composition for them to realise that they were able to understand the content of the story because the ideas had been effectively planned and sequenced.
- The content of the model composition was disintegrated onto the plot graph, according to the elements featured.

PLOT GRAPH

Climax

- robber shot security guard in chest
- everyone screamed hysterically
- security guard collapsed in the pool of blood
- writer at entrance of the bank – clutching briefcase
- robbers hurled abuses & threats at bank employees & clients

Conflict

- 2 masked men – entrance of bank
- threatened bank tellers
- bank tellers terrified
- tellers followed orders
- emptied all cash into gigantic haversack
- security guard took out his revolver

Introduction

- sweltering hot afternoon
- Orchard Road
- over-zealous shoppers
- mid-year sale
- going to Citibank with month's taking from company

Resolution

- crept out of the bank unnoticed
- called the police on mobile phone

Conclusion

- police sirens wailed down the street
- policemen in bullet-proof vests
- policemen armed with powerful revolvers
- police charged into the bank
- a fierce struggle ensued between law enforces & perpetrators
- criminals / robbers arrested
- money was recovered
- writer commended by police for his help

STEPS TAKEN TO ACCOMPLISH GOALS

(b) Strategies for Support & Evaluation

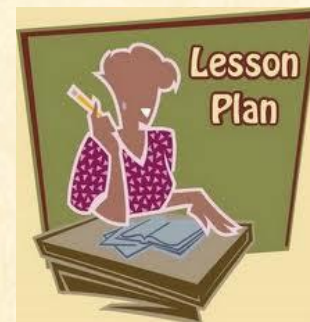
- For Activity 2, a model composition was given to the pupils to disintegrate the content of the story onto the plot graph.
- Pupils worked in groups on the plot graph drawn on butcher papers.
- To ensure that all members in each group participated, the CL strategy of talking chips was used.
- The groups then presented their work.

STEPS TAKEN TO ACCOMPLISH GOALS

(b) Strategies for Support & Evaluation

- For Activity 3 the pupils were provided with a model composition and a blank plot graph onto which they were required to disintegrate the content of the model composition and indicate it onto the plot graph.

RESEARCH LESSON PLAN



POST-RL DISCUSSION

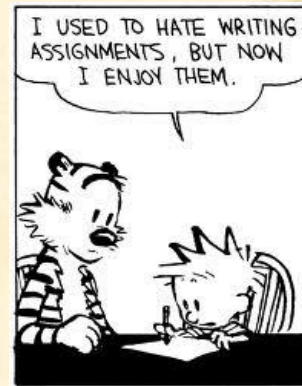
COMMENTS BY RL TEACHER

- Pupils were enthused by the video clip.
- Duration of 1 hour is too short.
- Pupils had difficulty understanding certain aspects on the plot graph (eg. conflict & climax).
- More practice would help.
- Concerned with the steps of the RL.

POST-RL DISCUSSION

COMMENTS BY KNOWLEDGEABLE OTHER

- Use of plot graph to plan compositions provides pupils with a structure.
- Important to model for pupils how to use the plot graph.
- Video clip for tuning in was good.
- Lesson activities engaged pupils effectively.

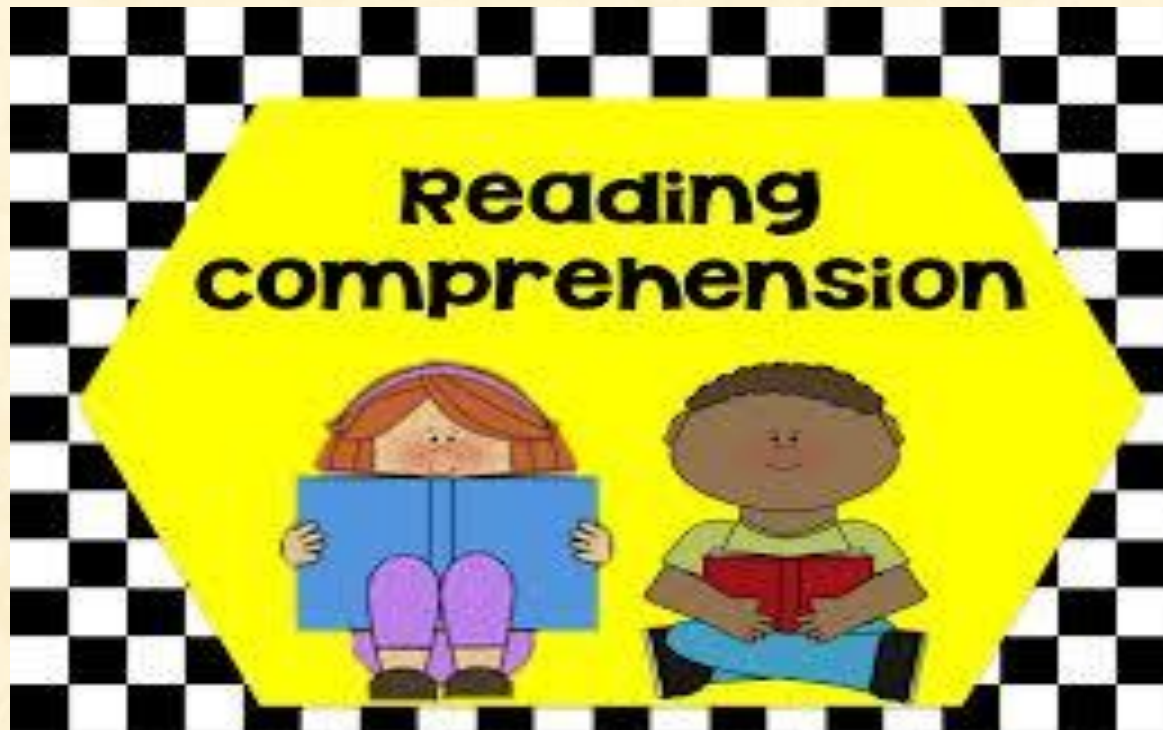


LEARNING POINTS

- Too much information imparted.
- Important to take note of how much information the pupils can process.
- Video Clip – not necessary to show the full length; show pertinent parts.

**ENGLISH
LESSON STUDY
IN
2011**

FOCUS AREA

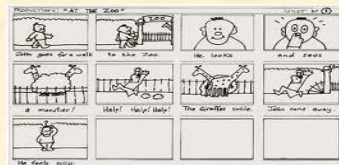


GOAL SETTING



Goals for Lesson Study & Research Lesson

- Use language to express themselves fluently & clearly.
- Draw a storyboard of the passage with a partner.
- Answer the 5W1H questions in open-ended comprehension.



RL SPECIFIC OUTCOMES

- Understand a passage.
- Interpret information from the passage in order to answer questions.
- Visualise events in the story in sequence.
- Verbalise the content of the passage through the use of storyboarding.

CONNECTION WITH RESEARCH FOCUS

- Pupils find it a challenge to answer the inferential Comprehension OE questions.
- Pupils lack the skills to interpret the narrative text and contextual cues.
- They are unable to understand what the inferential questions is asking for.
- The use of storyboarding as a teaching tool in answering comprehension questions will enable them to visualize the events in a story in sequence.



CONNECTION WITH RESEARCH FOCUS

- Drawing on the storyboard would appeal to the visual learners.
- Through storyboarding, pupils will be able to interpret information.
- Through discussion and storyboarding, pupils will also verbalise their understanding of the passage.
- Pupils will be more aware of how they think (metacognition).



ACTUAL SITUATION OF THE PUPILS

- Mixed ability class
- A few vocal students
- A few creative individuals
- A few students who are introverts
- Most of them rush to get the answers for worksheets done
- Most of them are able to read and understand text at superficial level
- Those who lack understanding, dislike reading the text
- Difficulty in interpreting contents in a narrative text



STEPS TAKEN TO ACCOMPLISH GOALS

(a) Strategies for the Learning Process

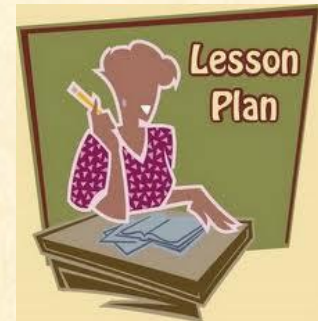
- Narrative Text
- Presentation – to develop pupils confidence levels and improve articulation (selected pairs)
- Socratic questioning – metacognition
- Think pair share (Cooperative Learning Strategy)

STEPS TAKEN TO ACCOMPLISH GOALS

(b) Strategies for Support & Evaluation

- Text and questions in worksheet (5W1H type questions)
- Think pair share (CL strategy) – allows pupils to be observed while they think aloud

RESEARCH LESSON PLAN



POST-RL DISCUSSION

COMMENTS BY RL TEACHER

- Duration of lesson – time constraint
- Pacing throughout lesson
- Presentation by pupils – lack confidence
- Scaffolding by teacher

POST-RL DISCUSSION

COMMENTS BY OBSERVERS & KNOWLEDGEABLE OTHER

- Approach was new and innovative
- Use of prior knowledge to connect with the lesson
- Different levels of engagement
- Self-discovery and independent learning took place
- Method of chunking the passage helped pupils understand the passage better
- Drawing out visual interpretations helped

POST-RL DISCUSSION

COMMENTS BY OBSERVERS & KNOWLEDGEABLE OTHER

- Pupils sought clarification from one another during the storyboarding activity
- Tendency for one member to be dominant
- Pupils had difficulty identifying the salient points from the chunks that needed to be illustrated – a skill required by the pupils
- RL teacher obtained verbal evaluation from pupils
- Classroom physical arrangement for not too conducive – pupils could not see the freeze frame activity (trigger activity)

LEARNING POINTS

- Different mode of understanding :
 - emotional engagement (storyboarding)
 - cognitive engagement (questioning & answering)
 - physical engagement (freeze-frame activity)
- Transition involved from reading of a linguistic text to drawing (non-linguistic mode)
- Scaffolding for this mental leap

LEARNING POINTS

- Pupils need to be more aware that meaning of picture more important than artistic aspects
- Text was not too easy for storyboarding aspects – especially the last scene in paragraph 4
- Pupils needed the skill to pick out the salient points / main ideas of each chunk

LEARNING POINTS

- Scaffold : providing questions to derive at these main points
- Verbal evaluation before pupils answered the questions of worksheet – pupils should work independently on the questions
- Goal of getting pupils to speak up not met – due to time constraint

**ENGLISH
LESSON STUDY
IN
2012**



FOCUS AREA



Reading Comprehension

GOAL SETTING



Goals for Lesson Study & Research Lesson

- Pupils to be able to use annotation to better understand the reading comprehension passages
- Pupils to be able to use the symbols for annotation
- Pupils to be able to identify what needs to be annotated



RL SPECIFIC OUTCOMES

- Pupils to be able to add notes to a text, giving explanations/comments
- Pupils to be able to use ○ to represent characters and □ for 'when' and 'where' information and ? for confusing information or information difficult to understand



CONNECTION WITH RESEARCH FOCUS

- scan through the reading comprehension passage
- lack deep reading
- unable to understand what the main idea of each paragraph is
- do not understand what the writer is trying to communicate to them
- the intent of the writer not questioned
- lack effective strategies to interact with the passage in a meaningful way
- use of annotation to stay focussed, get involved with the passage and understand better with deep reading

ACTUAL SITUATION OF THE PUPILS

- are of average / high ability
- have average comprehension skills
- read widely
- lack deep reading
- unable to understand reading comprehension passages effectively
- lack effective strategies to help them comprehend the passages

STEPS TAKEN TO ACCOMPLISH GOALS

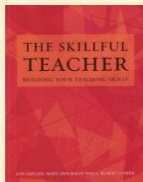
a) Strategies for the Learning Process

- Realise the importance of understanding the reading comprehension passage
- Introduce the annotation as one of the skills to help in the understanding of the passage
- Introduce the symbols to be used for annotation
- Pupils to use the symbols (circle and rectangle) to annotate the passage

STEPS TAKEN TO ACCOMPLISH GOALS

a) Strategies for the Learning Process

- Teacher **role-models*** the process of annotation
- While role-modelling, teacher annotates the 5W1H
- Pupils to carry out the exercise in pairs
- Pupils share their inputs on how they annotated the passage



Modelling (TST, page 224)

Conceptual models that have visual representations of what concepts mean and how they work improve student recall of the concept and performance on problems that ask them to extrapolate from what they have learned (Mayer, 1989).



STEPS TAKEN TO ACCOMPLISH GOALS

(b) Strategies for Support & Evaluation

- To elicit the importance of understanding a text, a humorous poem entitled 'Homework Stew' by Kenn Nesbitt is provided to the pupils.

I cooked my math book in a broth
and stirred it to a steaming froth.
I threw in papers—pencils, too—
to make a pot of homework stew.


I turned the flame up nice and hot
and tossed my binder in the pot.
I sprinkled in my book report
with colored markers by the quart.

Despite its putrid, noxious gas,
I proudly took my stew to class.
And though the smell was so grotesque,
I set it on my teacher's desk.

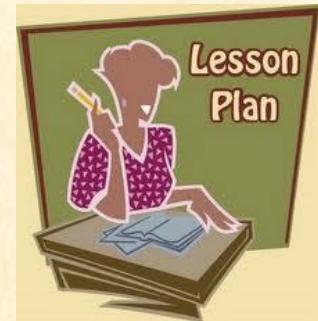
My teacher said, "You're quite a chef.
But still you're going to get an F.
I didn't ask for 'homework stew,'
I said, 'Tomorrow, homework's due.'"

STEPS TAKEN TO ACCOMPLISH GOALS

(b) Strategies for Support & Evaluation

- For Activity 1, teacher role-models how to annotate a passage.
- For Activity 2, the pupils read the given passage. In pairs, they annotate the passage using the symbols for the various aspects. The pairs use the CL strategy of  whilst working on the passage.
- For Activity 3, and as homework, the pupils are provided with a open-ended reading comprehension passage and they will annotate it so that they interact with the passage and understand it effectively.

RESEARCH LESSON PLAN



RESEARCH LESSON

Framing the Learning



Agenda for today...

- ★ Trigger - Poems Anyone?
- ★ Intro - What is Annotation?
- ★ Modelling
- ★ Getting Into Action
 - Shoulder-Partners 😊😊
 - Presentation
- ★ Review & Wrap-up - Q?
- ★ H-work (Individual check)

RESEARCH LESSON

Introduction

Trigger Activity – Poem



*I cooked my math book in a broth
and stirred it to a steaming froth.
I threw in papers—pencils, too—
to make a pot of homework stew.*

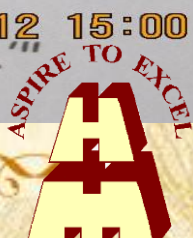
*I turned the flame up nice and hot
and tossed my binder in the pot.
I sprinkled in my book report
with colored markers by the quart.*

*Despite its putrid, noxious gas,
I proudly took my stew to class.
And though the smell was so grotesque,
I set it on my teacher's desk.*

*My teacher said, "You're quite a chef.
But still you're going to get an F.
I didn't ask for 'homework stew.'
I said, 'Tomorrow, homework's due.'"*

07/03/2012 15:00

07/03/2012 14:00



RESEARCH LESSON

Introducing Annotation

Use of Symbols

○	character
□	when & where
?	Confuses you – "I don't understand this."

- 5Ws 1H
- ★ Who? → Characters
 - ★ What? → Things/Items
 - ★ When? → Setting (Time)
 - ★ Where? → Setting (Place)
 - ★ Why? → Reasons for events
 - ★ How? → Reasons for actions



RESEARCH LESSON

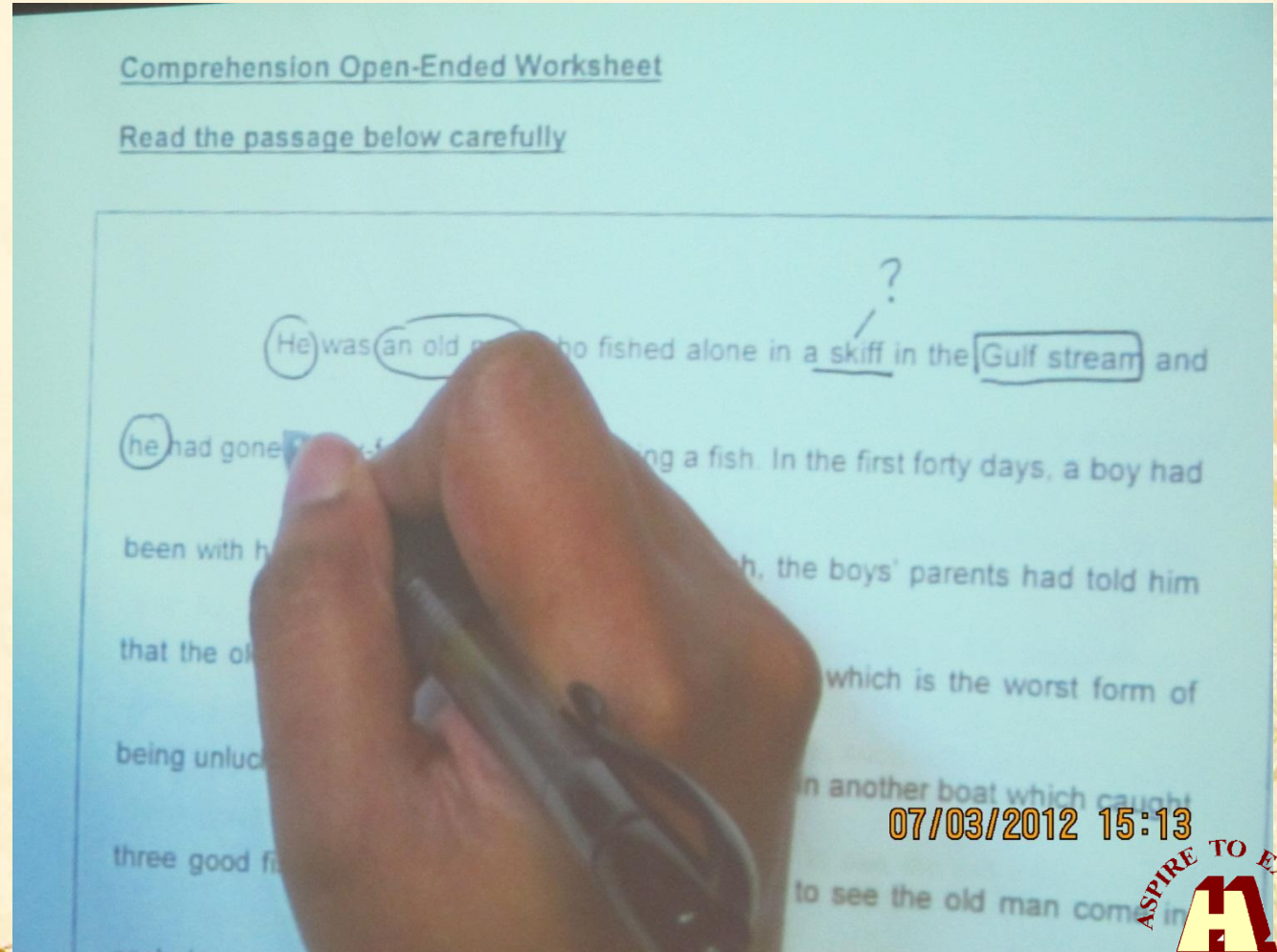
Teacher Modelling

Comprehension Open-Ended Worksheet

Read the passage below carefully

(He) was (an old man) who fished alone in a skiff in the (Gulf stream) and
(he) had gone out before dawn every day catching a fish. In the first forty days, a boy had
been with him, but then, the boys' parents had told him
that the old man was unlucky, which is the worst form of
being unlucky. So the boy went to another boat which caught
three good fish every day.

07/03/2012 15:13



RESEARCH LESSON



THINK
PAIR
SHARE

07/03/2012 15:32



RESEARCH LESSON

raft of fried eggs filled our nostrils. This caused Kevin to have a sudden craving for
omelettes. familiar smell know the smell

We stopped at a grubby old roadside restaurant. Kevin asked the cook how to cook one.

the entrance for a cheese omelette. But, the cook did not know what a cheese omelette was. Kevin had to explain to him. He started by drawing a series of pictures (illustrating what a cheese omelette looked like at each stage of its preparation) and then (when that failed to work) by grabbing some pots and pans and throwing them on the ground (to suggest how to cook it).

07/03/2012 15:47



RESEARCH LESSON



Interaction with Observers

07/03/2012



POSSIBLE QUESTIONS FOR POST-LESSON INTERVIEW WITH PUPILS

- What did you enjoy most about the lesson?
- What did you learn?
- What can you do now that you could not do before?
- How is it better?
- Which aspect of the lesson worked best for you?
- Which aspect did you find difficult or challenging?
- If the same lesson is being taught to another group, what would you change? Why would you change that?

RESEARCH LESSON



Review & Conclusion



POST-RL DISCUSSION

- Approach was innovative
- A lot of engagement
- Pupils were clear of the lesson objectives
- Poem was engaging
- Pupils took down notes – effective manner of reinforcing their learning
- Pupils collaborated well
- Opportunities to increase the depth for thinking from superficial to a deeper interpretation

POST-RL DISCUSSION

- Environment was safe - pupils were allowed to make mistakes without repercussions
- Pairs were highly engaged in their work – peer pressure (domination by one member of the pair)
- Pair work activity – helped pupils to learn from their peers & address their doubts without asking the teacher
- Poem was a good trigger activity
- Use of checklist – an opportunity for self-check

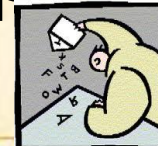
POST-RL DISCUSSION



- (1) **sheets on flip board** : paste them on the board so that pupils can see the flow
- (2) **peer pressure** : teacher to scaffold possible interactive questions that can be asked appropriately prior to pair work
 - lay ground rules

LEARNING POINTS

- Class routines in place
- Key objectives & agenda were child friendly & very clear
- Time spent on trigger activity was apt
- Annotation – helps to unpack the text



LEARNING POINTS

- Need to focus on purpose of reading
- *(different styles of reading for different texts for different purposes)*



- AfL – post a question, pause & bounce the question



- Checklist – a good check for understanding



(Eg. *“I could understand the text better with annotation”*)

- pupils should be allowed to make comparison to a specific instance for a clearer understanding

LEARNING POINTS

- Remember – DON'T over-annotate



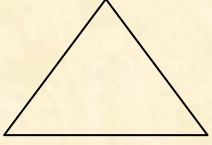
- Less able pupils may not be able to identify the “how” and “why” questions



- Presentation – provide guiding questions
(*Eg. What you did? Did you like the strategy?*)



LEARNING POINTS

- Use of for both 'when' and 'where' confused the pupils
- **Suggestion** : use  for 'when'

OTHER RESEARCH LESSONS ON ANNOTATION

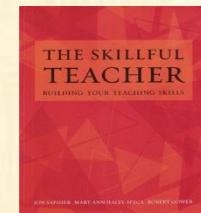
- Used learning points to improve subsequent lessons on the use of annotation for reading comprehension.
- Tamil teacher & P1 teacher carried out the improved research lesson.

RESEARCH LESSON PLAN

Questioning Strategy



- Each segment of the lesson plan had questions included
- Team brainstormed for suitable questions to guide and elicit pupils' understanding
- Questions categorised based on table 9.5 of The Skillful Teacher (page 209)



Huamin's EL Lesson Study 2012

Table 9.5. Thinking Skills Model Categories

Category	Examples of Trigger Questions	Key Words
Knowledge	Define the word _____. What is a _____? Label the following _____. Identify the _____ in this _____. Who did _____?	Define, repeat, identify, what, label, when, list, who, name
Organizing	Compare the _____ before and after _____. Contrast the _____ to the _____. Differentiate between _____ and _____. Classify _____ by _____. Order _____ by _____.	Compare, differentiate, contrast, order, classify, distinguish, relate
Applying	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant? Predict what would happen if _____. Explain. Choose the best statements that apply to _____. Identify the results of _____. Tell how much change there would be when _____.	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, dramatize, sketch
Analyzing	What are the basic elements (ingredients) in a _____? What is/are the functions(s) of _____? Inventory the parts of _____. Categorize the _____ of _____. Sort the _____. What is the order of steps in _____?	Subdivide, categorize, break down, sort, separate
Generating	Hypothesize what will happen if _____. Predict what would be true if _____. Conclude what the result will be if _____. What if _____ had happened instead of _____?	Deduce, anticipate, predict what if, infer, apply, speculate, conclude
Integrating	What would you predict/ infer from _____? What ideas can you add to _____? How would you create/design a new _____? What might happen if you combined _____? What solutions would you suggest for _____?	Combine, integrate, modify, create, design, invent, compose, theorize, develop, devise, originate, revise, synthesize, conceive, project, hypothesize
Evaluating	What you would do if _____ happened? Why? Judge what would be the best way to solve the problem of _____. Why did you select that solution?	Evaluate, argue, judge, recommend, assess, debate, appraise, critique, defend Evaluate whether you would _____ or _____. Why?



QUESTIONING STRATEGY

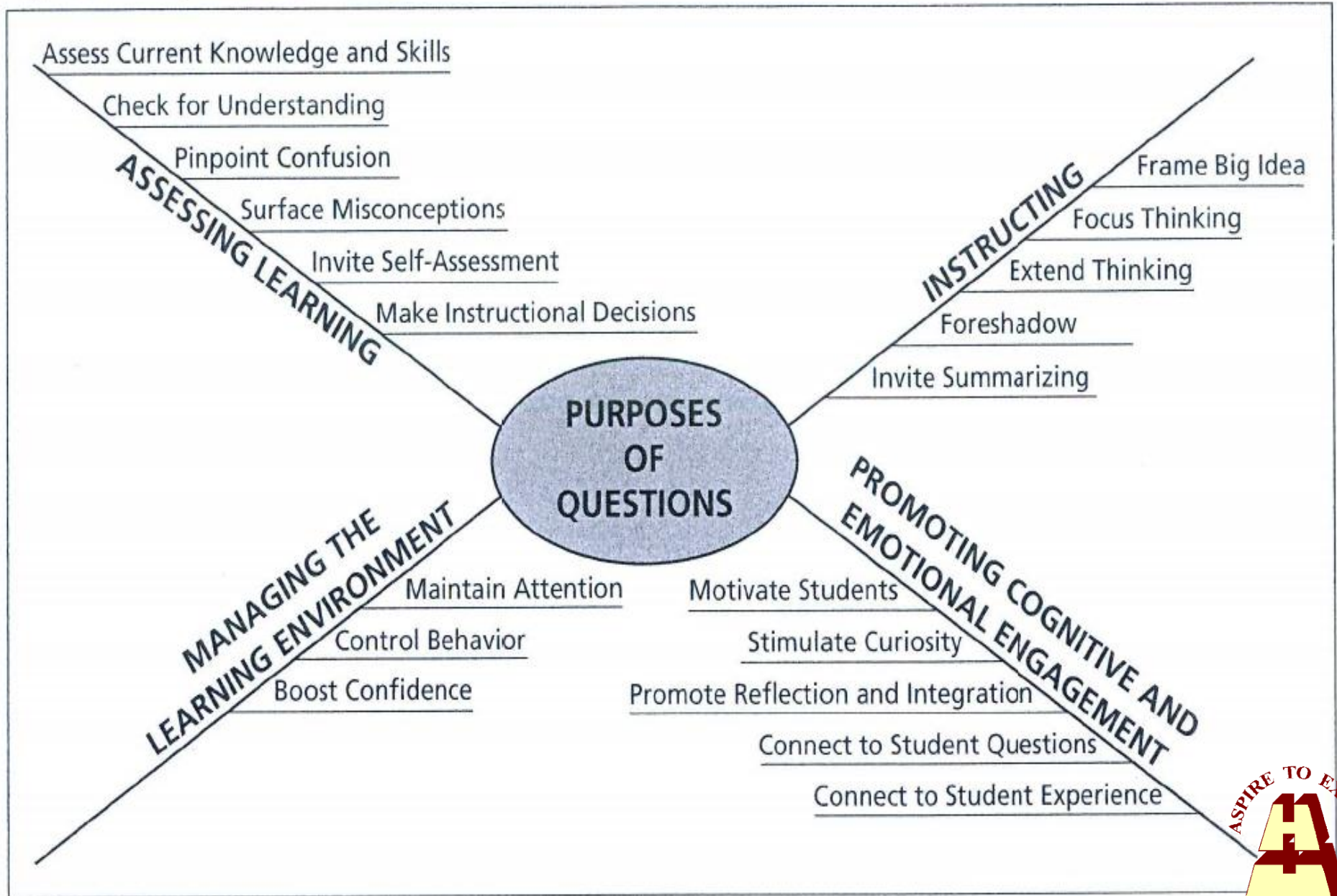
Levels of thinking

– trigger questions



Huamin's EL Lesson Study 2012

Figure 9.7. Purposes of Questions



**ENGLISH
LESSON STUDY
IN
2013**



FOCUS AREA



Critical Inquiry

Philosophy
for Children


OUTCOMES OF RESEARCH LESSON



- **Joint planning of the lesson plan** – involves thought process, different perspectives and levels of experience
- **Clarity in the delivery of this strategy** – other teachers could execute the lesson

OUTCOMES OF RESEARCH LESSON



- Pupils' thinking becomes more transparent
- More eyes to observe pupils and gain feedback on how these pupils think and learn 
- Post RL encourages reflective learning among the teachers which results in better and improved lessons

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FREE RANGE



***“How can teachers
improve their teaching
without lesson
study?”***

Akihiho Takahashi, De Paul University



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Thank You!



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A graphic featuring the letters 'Q', '&', and 'A' in a large, dark red, serif font. The letters are set against a light green rectangular background that contains faint, repeating text such as 'Question' and 'Answer'. The entire graphic is centered on a white rectangular area.

Q & A