

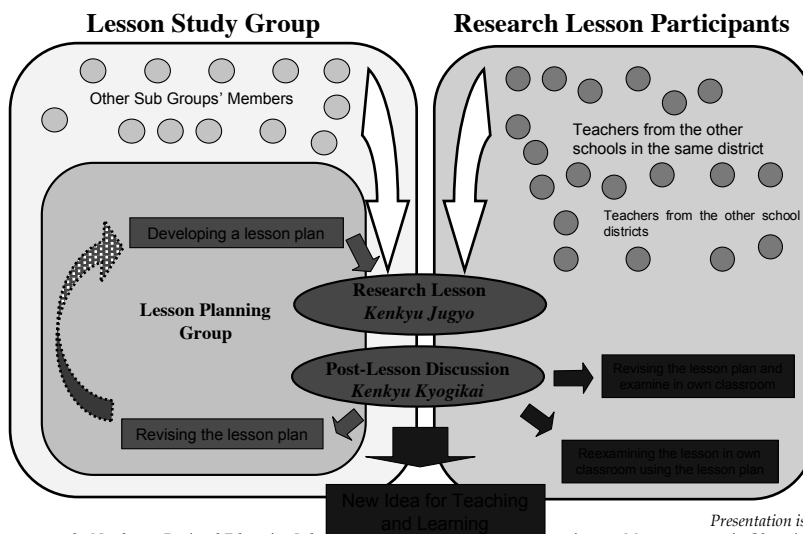
An Essential component of Lesson Study: Post-Lesson Discussion

Akihiko Takahashi
DePaul University, Chicago, IL



Presentation is prepared for the Northwest Regional Education Laboratory's Lesson Study Leaders Symposium on May 9-11, 2005 in Olympia Washington by Akihiko Takahashi, DePaul University, Chicago IL

The Lesson Study Cycle



Presentation is prepared for the Northwest Regional Education Laboratory's Lesson Study Leaders Symposium on May 9-11, 2005 in Olympia Washington by Akihiko Takahashi, DePaul University, Chicago IL

Essentials for Lesson Study

- Well planed lesson plan with clear hypothesis
At least more than a month for planning
- Live lesson observation with various participants (fresh eyes)
With understanding of the goal of lesson study
- Focused post-lesson discussion based on participants' observation

*Presentation is prepared for
the Northwest Regional Education Laboratory's Lesson Study Leaders Symposium on May 9-11, 2005 in Olympia Washington
by Akihiko Takahashi, DePaul University, Chicago IL*

Virtual Experience of Research lesson and Post-Lesson Discussion



*Presentation is prepared for
the Northwest Regional Education Laboratory's Lesson Study Leaders Symposium on May 9-11, 2005 in Olympia Washington
by Akihiko Takahashi, DePaul University, Chicago IL*

Some Observations during a Post-Lesson Discussion

- Discussions that start and end with “the lesson went well”
- Reporting only what they saw
- Planning group that is not open to opinions and suggestions of participants
- Planning groups that make excuses

Presentation is prepared for
the Northwest Regional Education Laboratory's Lesson Study Leaders Symposium on May 9-11, 2005 in Olympia Washington
by Akihiko Takahashi, DePaul University, Chicago IL

What Causes Ineffective Post- Research Lesson Discussions?

1. Forgetting the purpose of Post-Research-Lesson Discussion as opportunity for learning
2. Thinking of Public-Research-Lessons as a demonstration / presentation of their achievement (showcasing good lesson)

Presentation is prepared for
the Northwest Regional Education Laboratory's Lesson Study Leaders Symposium on May 9-11, 2005 in Olympia Washington
by Akihiko Takahashi, DePaul University, Chicago IL

Important Ingredients for Effective Post-Research-Lesson Discussion

1. Research-Lesson Planning
 - a. Research Questions
 - b. *Kyozaikenkyu* (Instructional Material Investigation)
2. Moderator of the Discussion
3. Advisor (Final Commentator)
4. Participants

Presentation is prepared for
the Northwest Regional Education Laboratory's Lesson Study Leaders Symposium on May 9-11, 2005 in Olympia Washington
by Akihiko Takahashi, DePaul University, Chicago IL

Moderator's Job During Post-Research Lesson Discussion

1. Lead a discussion that focuses on the research questions
2. Help to maximize learning of the lesson planning group
 - a. Ideas for improving the lesson
 - b. Ways to maximize student learning
 - c. Improving understanding of content
3. Pay attention to the audience and create a learning environment for all participants

Presentation is prepared for
the Northwest Regional Education Laboratory's Lesson Study Leaders Symposium on May 9-11, 2005 in Olympia Washington
by Akihiko Takahashi, DePaul University, Chicago IL

Quality of Effective Moderators

- Understand purpose of lesson study and research lesson observation and discussion
- Understand content: curriculum, curriculum sequence, standards, etc.
- Understand pedagogy
- Be able to create a learning environment for all participants
- Educator as well as learner

Presentation is prepared for
the Northwest Regional Education Laboratory's Lesson Study Leaders Symposium on May 9-11, 2005 in Olympia Washington
by Akihiko Takahashi, DePaul University, Chicago IL

How Can We Learn to Become Effective Facilitators?

1. Participating in Lesson Study Open Houses
 - a. Research Lesson observation and discussions
 - b. Observe facilitator
2. Experience Lesson Study Cycle as a Practitioner
3. Study content

Presentation is prepared for
the Northwest Regional Education Laboratory's Lesson Study Leaders Symposium on May 9-11, 2005 in Olympia Washington
by Akihiko Takahashi, DePaul University, Chicago IL

Main Purpose of Lesson Study

Helping teachers to become “life-long learners”

- Reflecting on your own practice:
 - Becoming a “reflective practitioner,” “problem solver,” “independent thinker”
 - Collaborative work, observation, discussions
- Re-discovering the joy of improving practice:
 - Planning lessons, teaching lessons, observing lessons, learning about student thinking and understanding, improving content knowledge

Presentation is prepared for
the Northwest Regional Education Laboratory's Lesson Study Leaders Symposium on May 9-11, 2005 in Olympia Washington
by Akihiko Takahashi, DePaul University, Chicago IL