

Title of Research Project: Exploring the use of a Lesson Study Model to Promote Professional Collaboration and Learning

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Relevant key words: Lesson Study; Pedagogy; Professional Learning Multi-disciplinary Collaboration; Home Economics

Summary:

This study aimed to promote professional collaboration and learning in post primary schools through the establishment of lesson study cycles. The study explored the impact of lesson study on student outcomes and pedagogy and factors facilitating or hindering the improvement of pedagogy and learning through lesson study across subjects. Nine teachers from three case-study schools engaged in an in-depth and multi-faceted exploration of lesson study. The research team in each school identified a specific challenge to focus on e.g., use of questioning to promote deeper learning, use of smartphones to enhance learning, and the development of sustainability content and pedagogy. Teacher self-reflections, meeting notes, lesson plans and evaluation schedules were analysed. The cycles were reported to have positively impacted on classroom practice, e.g., enhanced learning, student engagement, multi-disciplinary collaboration (home economics, business, science and geography) which broadened teacher and student perspectives, improved pedagogy and teacher professional learning. The teams developed a shared understanding of teaching methods, content areas and of how students learn. They engaged in deep-level discussions about teaching approaches. The lesson study cycles enabled reflection and evaluation of professional practice. A big issue for all teams was the lack of time for planning classes and meetings.

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