

Lesson Research in School-based Research and Professional Learning (SBRPL)

Activities in teaching and research group of China

Wang Jie & Yang Yudong
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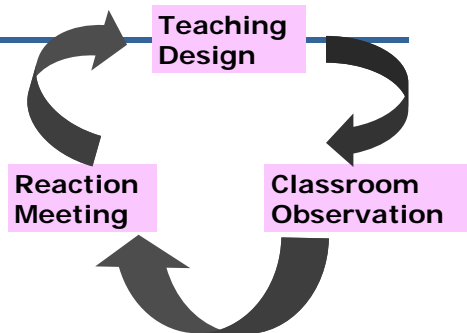
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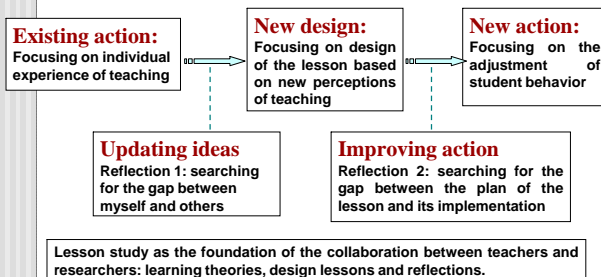


What is Lesson Research?

1. A teacher group invites one or more external experts to study the literatures and documents together and share experiences. First, a conception is agreed, and then a lesson is taken as a case for studying. They search for the gap between the conception and the actual lesson to redesign the previous lesson plan
2. An improved lesson is given. After classroom observation, both teachers and experts reflect the plan and actual implementation to improve again.
3. An further revised lesson is given again. After the teachers and researchers' discussion, a report covering the whole process has to be presented. If there are several times of this work practice in one semester, a knowledge base of "Action Education" can be set up gradually.



Model of "Action Education"



Lesson study as the foundation of the collaboration between teachers and researchers: learning theories, design lessons and reflections.

(Gu Lingyuan & Wang Jie, 2003)

- Updating ideas in searching for the gap between existed action and the new perception and experience.
- Improving action in searching for the gap between lesson plan and what students actually received.

How to carry out ?

A case (content of pulley)

- Motivating teachers to improve students' interest of learning
- Conducting a lesson study on designing context of learning pulley
- Encouraging a heterogeneous dialogue around a topic
- Improving effect by follow-up action instead of lesson plan
- Focalizing on a following issue by brainstorm
- Revising the lesson plan based on collective wisdom
- Understanding a new teaching idea through the whole process

Context designing is related to the essence of subject matter knowledge, which is used to develop students profound understanding.

Characteristics of effective learning groups

- Differences as a driving force of development
- Problems as a leading force of learning and research

- Focus on the problems in Curriculum Reform

Case of SBRPL:

Designing an Amphitheatre

- Focus on the essence of subject

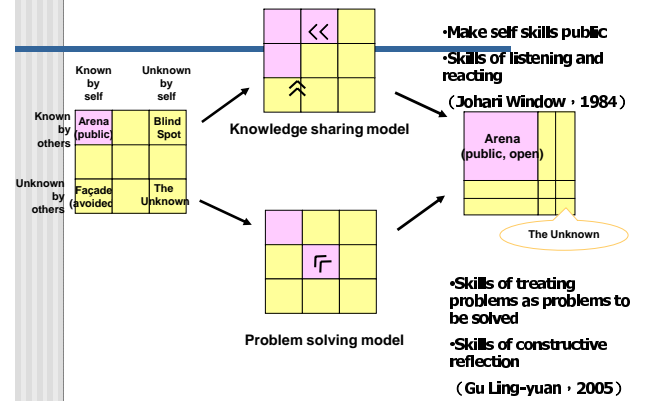
Case of SBRPL:

Capillary Effect

- Difference as the driving force of development.

Case of SBRPL:

What's the Effective Communication in Mathematics Classroom



Case of SBRPL:

What's the Effective Communication in Mathematics Classroom

- The first lesson:
“ Who will repeat it in your own words?”
- The second lesson:
“ Any different method ?”
- The third lesson:
“ Do you understand what he said? How different are your method with his ?”

Effective ways of Professional Learning

- Learning by listening.
- Learning by doing.
- Practicing what you've heard.
- Expressing what you've done.

Thank you!