

To Make the Post-Lesson Discussion Effective

Roles of the Facilitator and the Final Commentator
Using TRU – Math and 5 Cards Approach

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Post-Lesson Discussion

- The primary goal of the discussion is to gain insights into teaching and learning and to inform the design of future lessons, *not* to revise the lesson plan.
- The post-lesson discussion should be a discussion and should not end by simply reporting each participant's observation.

Facilitator/Moderator

The post-lesson discussions generally benefit from a moderator, someone not on the planning team, who helps focus the discussion on important issues and keeps the conversation grounded in data.

- a) Discuss critical issues around the research lesson
- b) Hear the voice from the participants as much as possible
- c) Try to come up ideas for improving teaching and learning of the topic
- d) Seek the answers to the questions/hypotheses that the planning team raises in their proposal

Use of TRU-Math

Using TRU-Math Framework for guiding the post-lesson discussion may be a good idea for an entry level CLR in order to guide the novice participants to focus on critical issues.

- The Mathematics
- Cognitive Demand
- Access and Equity
- Agency, Ownership, and Identity
- Formative Assessment

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Knowledgeable others for CLR

- Persons with both extensive knowledge of the topic and extensive experience with CLR, are invited by the team to help them go beyond what they know. Ideally a CLR community needs two knowledgeable others:
 - one for supporting proposal development and
 - another for providing the final comments at the end of the post-lesson discussion.

Supporting proposal development

- During planning, a knowledgeable other may help the team identify instructional examples to review, valuable resources in the form of articles or results from other CLR work, and may give feedback on the proposal.
- Besides having extensive knowledge of the subject matter and the topic, this knowledgeable other should be familiar with the school's curriculum and students.
- An experienced teacher or a content coach who often works at the school may play the role of this kind of knowledgeable other.

Role of the final commentator

- Bringing new knowledge from research and the curriculum
 - By using concrete examples for better understanding the ideas from the research and the curriculum
- Showing the connection between theory and practice
 - By using concrete examples of actual events from the research lesson
- Ideas and concrete examples to help the school and the teachers advance the school's research
 - By showing a road map toward accomplishing the goal
- Helping others learn how to reflect on teaching and learning
 - Showing a model of the eyes to observe the students
- Not only summarize the post-lesson discussion but also suggest the next step to moving forward

Note: A final comment can be between 10-40 minutes.

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A proposal

The Five Cards Approach

for effective final comment

Organize the observation note to be ready for the final comment by using memo cards. Each card can be organized the topics by topics include one of the following.

- a) [Curriculum Study] progression before and after of the unit
- b) [Lesson Design] Critical feature of the lesson/unit designed by the team and summarize what we can learn from them
- c) [Observed facts] Critical Issues observed during the research lesson
- d) [School Theme] Progresses related to the school research theme
- e) [The Next Step] Show concrete ideas for the teach to move ahead by summarizing the above a), b), c), d).

a) and b) can be prepared prior to the research lesson observation by reviewing the lesson research proposal. The order can be different depends on the topic of the lesson and the events happened during the research lesson.

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References

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- Takahashi, A., & McDougal, T. (2016). Collaborative lesson research: maximizing the impact of lesson study. *ZDM, 48*, 513-526. doi: 10.1007/s11858-015-0752-x