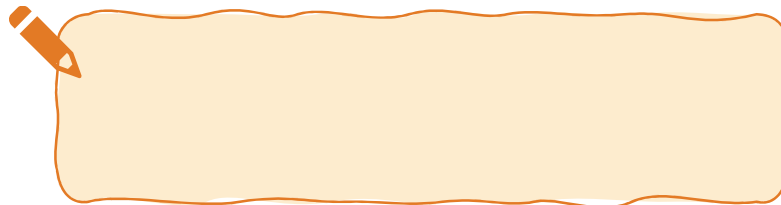


Lesson Study – The Board Game

Logbook



of



Stage 1: Identify challenges and formulate a research question

Action card 2:

Our five shared **norms** for our collaboration as a Lesson Study team are:

1. _____
2. _____
3. _____
4. _____
5. _____

Stage 2: Research and plan

Action card 6:

What are the benefits of planning lessons together?

Write down your answers.

Action card 8:

What learning behaviors do you expect from the advanced students?

Write down your answers.

Stage 3: Teach and observe

Action card 11:

Have a look at the following observation notes. Are these notes descriptions or rather interpretations of learning behavior?

Check your solutions on the next page.

09:05
keeps glancing at
the tip cards, but
does not get up to
get one

1

- Description
- Interpretation

08:48
raises hand,
teacher calls on
another student,
turns away

2

- Description
- Interpretation

09:15
is frustrated and
very annoyed

3

- Description
- Interpretation

09:08
proposes (wrong)
solution path,
uses
mathematical
terms

4

- Description
- Interpretation

09:15
is bored by the
task and is no
longer paying any
attention

5

- Description
- Interpretation

09:08
has not
understood the
task

6

- Description
- Interpretation

09:05
is too afraid to get
up and get a tip
card

7

- Description
- Interpretation

08:48
says loudly, „Man,
why is this not
working?“

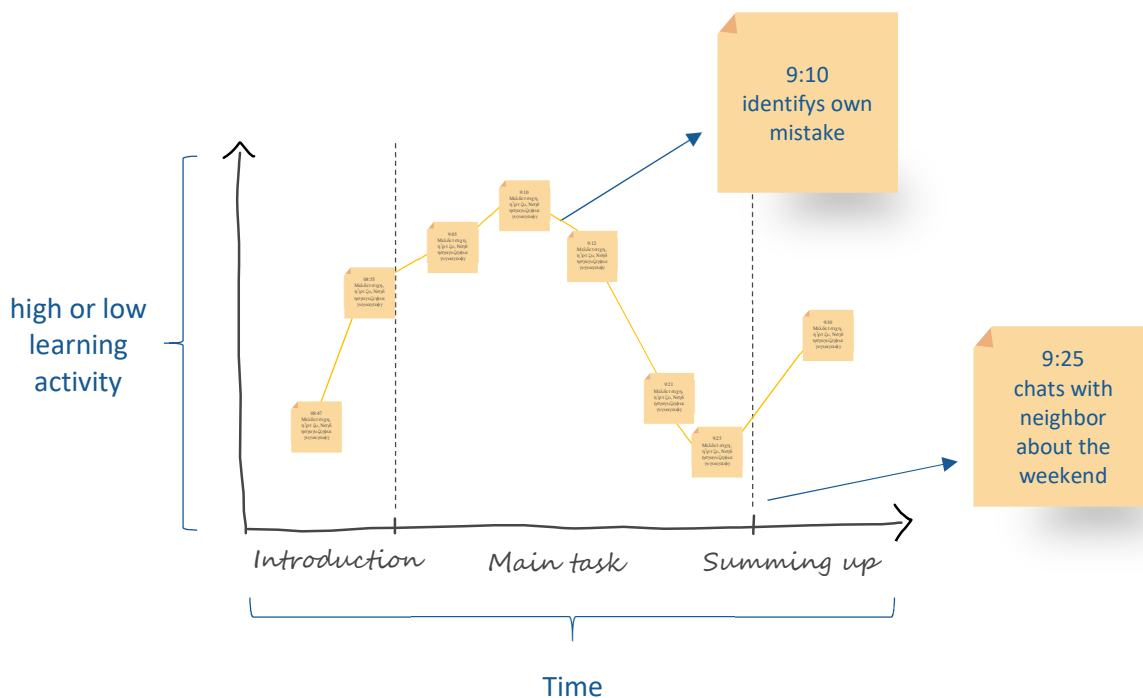
8

- Description
- Interpretation

Stage 4: Analyze and reflect

Action card 14:

Learning activity curves visualize the learning of each case student for the whole Lesson Study team. During the research lesson, teachers write down their observations on time-stamped sticky notes. In the post-lesson discussion, each teacher organizes their sticky notes into a coordinate system. The x-axis represents the time (i.e. phases of the lesson) and the y-axis represents the complexity of the students' exhibited learning activity (i.e. how challenging or how rewarding a student's activity is for their learning). The finished picture of all learning activity curves can help the Lesson Study team to reflect on their lesson plan and to discuss how the learning behavior of an individual student developed throughout the lesson or in comparison to other students.



Take a look at the sticky notes from the previous exercise (page 3). Where would you place the sticky notes that you **identified as descriptions** on the coordinate system? Would you rate the learning behavior described on the sticky note as rather high (i.e. the student was active and engaged) or low (i.e. the student was not engaged in the lesson)?

Note: Assessing learning behavior always involves interpretation and there are multiple different ways to organize notes into curves. The goal of using learning activity curves is to collaboratively and critically discuss students' learning and evaluate as a team how effective these learning activities were.

Action card 16:

Write down possible explanations for the learning behavior of your case students.



Example:

The reason why Noah could not completely solve the exercise was a lack of time.

Action card 17:

Read through the suggestions below. Discuss as a team whether some or all case students would benefit from some of these ideas? Can you think of additional solutions?



1. In the future, we need to make sure that students have enough time to work on challenging tasks.
2. We should make the tip cards more accessible to students.
3. We should let advanced students work in small groups more often, but we also need to provide more support to them, especially in the beginning.
4. Sometimes we should assign tasks to students, instead of letting students chose their task.
5. We should have a conversation with our students about what success to them and how they can cope with failure.