

Networked Learning Communities

learning from each other

learning with each other

learning on behalf of each other

DEVELOPMENT AND ENQUIRY PROGRAMMES RESEARCH LESSON STUDY

Research lesson: *design and analysis record*

NAME:

DATE:

FOCUS:

NETWORK NAME:

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A *research lesson* is a lesson designed, closely observed and analysed by more than one teacher.

A research lesson is conducted with the aim of finding out more about teaching by:

- trying out some new techniques, methods, resources or ideas
- applying or reapplying and tweaking techniques which have worked somewhere else or which research suggests are important
- trying out new ways of teaching to pupils/groups who present us with new needs or challenges
- sharing what we have learned (success or failure) with others.
We ‘fail towards success’ (Thomas Edison). It works in a culture where we are expected to take professional risks in order professionally to learn.

The *research lesson* recognises that in any lesson we are not only teaching the main curricular objectives, we are also:

- teaching and developing social, behavioural and attitudinal learning
- reinforcing, practising, and applying prior learning and skills
- teaching/modelling metacognitive learning how to learn skills.

A *research lesson* focuses on the intended and actual learning of three case pupils (or multiples of three). Observation, deconstruction and analysis focus and flow from the learning of these three.

Teachers carefully design, observe and analyse the research lesson which may be one of a sequence of research lessons designed to try out, analyse, redesign and try out again. This design and redesign approach is *research lesson study*.

Data collection may be through a number of means – observation notes, discussion with pupils and teacher, video, and analysis of pupil work. Pupils may be involved in these processes once they are understood well by adults.

The outcomes of research lessons must be recorded and disseminated.

The research lesson forms a commonly understood process which can then be accessed across schools, phases, networks and subjects. It has powerful knowledge creation and transfer capabilities.

Please complete the following process sheets as you:

- design the research lesson
- deconstruct and analyse the lesson
- ensure that it is used to add to the bigger school, departmental picture as well as to your own learning.

Teaching enquiry partners

Teachers involved:	1. 2. (3.)
Class /teaching group	
Year	
Subject area	
School	
Date planned	
Date taught/observed	
Date discussed	
Where recorded/posted	

Overall pedagogic development theme

(state – eg AfL, Thinking skills etc)

Pedagogic focus

We are studying the following aspect of pedagogy in relation to our pupil learning enquiry focus or network theme. (Please be specific – e.g. developing comment only marking in relation to the learning objectives)

Is this research lesson part of a sequence of research lessons in a research lesson study? Yes / No

Please list related earlier research lessons which connect with this one.

Planning the research lesson

Intended professional learning

We are hoping to use this research lesson to learn more about...

Describe what you as teachers/adults want to learn more about as a result of conducting this research lesson

Intended pupil learning

Please summarise the key curricular learning as well as other learning which is designed to happen in this lesson / sequence. The other learning may relate to new ideas you are developing, social, attitudinal or behavioural learning or metacognitive or other cognitive processes.

<i>Curriculum/subject learning intention(s) (for pupils)</i>	<i>Other learning/development intention(s) – social, linguistic or metacognitive (for pupils)</i>

Case pupils – summary of learning needs

Identify the case pupils whose learning you will be focusing on for this research lesson.

<i>Name</i>	<i>one</i>	<i>two</i>	<i>three</i>
<i>Why chosen for focus eg higher attaining, gender, learner type</i>			
<i>Level of operation in this area (eg NC level a/b/c/)</i>			
<i>Any learning needs in relation to this lesson</i>			
<i>Intended needs you are addressing and related outcomes you are hoping for from this pupil: (to be able to ...)</i>			
<i>Cognitive</i>			
<i>Social</i>			
<i>Cognitive Metacognitive / linguistic (eg to be able to concentrate for...)</i>			

Development over the focus session

If the learning is taking place over a number of sessions and the research lesson observation takes place during only one of those summarise the sessions sequence here.

<i>Session</i>	<i>one</i>	<i>two</i>	<i>three</i>
<i>What I want them to learn</i>			
<i>Learning method I want to develop and learning opportunities I need to set up</i>			
<i>Activities</i>			
<i>Things I will need to do to access the learning. Support/grouping/resources</i>			
<i>What I will be looking for as evidence that learning has taken place - assessment</i>			

Observing the research lesson

Data gathering

What methods will be used to gather data (please tick and note as necessary).

	<i>Observer (1)</i>	<i>Observer (2)</i>	<i>Teacher</i>	<i>Pupil(s)</i>
<i>Annotated plans</i>				
<i>Observation notes</i>				
<i>Video</i>				
<i>Discussion with pupils</i>				
<i>Work analysis</i>				
<i>Sociogramme etc</i>				
<i>Classroom climate analysis</i>				

Procedure for partnership/observation teaching session

What each teacher will be doing at each stage of the session – eg introduce task, work with focus pupil's group, organise discussion of bridge designs, discreetly observe group discussion etc)

<i>Step/time</i>	<i>Class teacher</i>	<i>Partner</i>

Joint discussion sheet (to be completed within 24 hours of the research lesson)

In relation to the three case pupils...

Subject Learning

Were the cognitive (subject) learning objectives achieved by the case pupils in a way which was pitched appropriately for their need and challenged them?

What did each achieve in relation to the specific intentions? What progress did each make?

Metacognitive Learning

What progress in learning did they make in relation to the learning to learn strategies focus on in the teaching? What progress did each make? What are the next steps for these pupils?

Were they clear about the purpose, objectives and methods of their learning?

Were they aware of their achievements and how to overcome difficulties?

How well were they able to use method/approach to learning prescribed?

Was the combination of learning methods appropriate for the task?

Social and affective learning

What worked progress in learning did they make in relation to the planned social development or disposition to learning development?

Were they motivated and engaged?

Overall

What worked really well / what problems arose?

How effectively were other pupils learning?

What would we change next time or if we did this again?

1. Agreed pedagogic learning outcomes for class teacher.

In terms of my future teaching I have learned that...

-
-
-

2. Agreed pedagogic learning outcomes for partner observer(s) teacher(s)

In terms of my/our teaching we have learned...

-
-
-

3. Agreed pedagogic outcome(s) for school/dept etc

We must make sure our approaches and systems take account of...

-
-
-

Next steps

For any peer observation system to work well it is vital to have a clear code of conduct or protocol governing the way feedback is handled. When, where, ground to be covered, outcomes and who the outcomes are shared with. As a rule these should:

- Be based on the principle of no surprises
- Elicit the teacher's view of how things went as a starting point
- Agree positives but also points for development
- Identify agreed pedagogic outcomes which can be shared more widely.

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