



# Online Research Lesson Study

## Do's and Don'ts

This short guide provides ideas for optimising Research Lesson Study in an online form.



*Peter*

## 1. Pre-RLS study of curriculum, materials, past and current student learning and achievement and online research or expert advice into new methods and approaches to teaching and learning in the identified areas (Kyouzai kenkyu)

- DO meet up as a lesson study group using a high-quality, secure platform and carry this process out together, live in real time.
- DO review your RLS group learning protocol to make sure you all feel at ease with each other, safe to take risks and think aloud out of the box and engage in exploratory talk. (You can adapt the example in the LSUK RLS Handbook)
- DO make sure your *ground rules for talk* guarantee that you reach an informed consensus about the focus and research questions for your LS.
- Don't do this asynchronously through email and chat. By all means use these chats to enhance your preparation for the live discussion but teachers learn a lot together through this process *through talk* and importantly establish the RLS group as a learning community. Trying to minimize the need for this talk is a false economy because it reduces the potential teacher learning (a lot of which happens at the planning stages).



## 2. Planning research lessons and post lesson discussions

- Do these meetings live – cameras and microphones on.
- Do use a Google Docs version of the RLS workbook so you can all annotate it.
- Do use the prompts in the workbook as your ground rules for exploratory talk
- Do follow all the key steps – identification of case students, predictions of what they will be doing and saying at key points in the research lessons and then checks on what they were actually doing when it comes to observations in the actual research lesson
- Do keep clear, re-readable and sufficiently detailed notes in your RLS workbook to use for analysis and later reporting. Take it in turns to take the notes.
- Do discuss the observed learning of each case student before turning to the other students, the student interviews and the issues with the lesson these reveal.
- Do plan enough time after the final research lesson to (i) conduct the post lesson discussion and (ii) review the overall 'findings' of the whole lesson study; how you will change your teaching and how you will communicate all this to colleagues.

### 3. Conducting research lessons and pupil interviews

- DO try to create times in breakout rooms when students '*make their learning visible*' in research lessons through collaborative exploratory talk in groups, using ground rules to optimise their talk (like a requirement to reach consensus, for each pupil to say at least three things or for the group to create a poster explaining their learning)
- DO try to allocate case pupils to groups in which they should learn well because they can participate in the group discussion and feel safe to contribute. If safeguarding regulations permit, it is very useful to record these (with pupil and parental permissions).
- DO try to get into those groups in ways in which don't put the children off talking. (It is worth explaining that when you arrive, they should carry on talking. Explaining that all you are interested in is helping them learn better. They like this – feel special and reassured). Use these drop-ins to listen for their emerging conceptions or misconceptions and to check the case students' *actual* learning behaviour compared with those you predicted when planning.
- DO allow them enough time for the exploratory talk to bear fruit in their learning.
- Before they start these collaborative tasks, DO make clear how they will feed back to the whole group.
- DO interview pupils briefly after each research lesson to explore their views and experiences of what worked well and how the lesson could be improved for similar pupils in the future etc. You can also check up on the actual learning of any case pupils it was difficult to observe in the breakout discussions).



**Do find ways of sharing and reporting your findings with your colleagues and how they have changed your teaching.**

- This can be done through a well-prepared Zoom PowerPoint telling the story of the whole lesson study and how it unfolded across the three research lessons and how it will change your practice.
- How might the findings contribute to future lesson plans, your scheme of learning, school policy: curriculum, pedagogy, etc.

**Do let us know how you get on and share any of your do's or don'ts**

