

WALS 2021

Paper Session Group 2, December 1st

Chair: Alireza Moghaddam

Presenters:

- [Vicki Stewart Collet & Alissa Blair #137](#) Pre-service teachers consider the needs of emerging bilinguals through lesson study
- [Nadia Kennedy #105](#) Collectively reviewing mathematics teaching: Modified lesson study for preservice mathematics teachers
- [Nicole A. Suarez #14](#) Design principles for implementing lesson study: A model for professional development of postsecondary faculty and graduate teaching assistants
- [Nicole A. Suarez #15](#) The construal of teaching in discourse among science graduate teaching assistants participating in lesson study
- [Nicole A. Suarez #19](#) Alleviating hierarchical relationships: Building graduate teaching assistant' agency through collaborative relationships with faculty during lesson study
- [Andrew Walton #200](#) An affinity identity shift from teacher to researcher: A critical autoethnographic narrative on conducting lesson study research
- [Andrew Walton #165](#) Promises of sustainable lesson study practices as a professional development tool in tertiary contexts.

Directions: Please click on the name of the presenter above, choose bookmark, and it will link you to their chart where you can add your quotes, noticings, or wonderings as you listen to their 10 minute recording. We will use everyone's input to shape the discussion on December 1st.

Presenter	Vicki Stewart Collet & Alissa Blair #137 Pre-service teachers consider the needs of emerging bilinguals through lesson study
● Quotes	<ul style="list-style-type: none">● Interns gained insights that incorporating movement improves engagement (reinforces movement research)● The quote from the intern about the hook: "I did it just off the top of my head, but now that's something that I think about in my lessons." (purposeful decision making)
● Noticings	<ul style="list-style-type: none">● How student teachers thinking about engagement changed● Lesson study helped pre-service teachers learn about PLCs, collaboration, emerging bilingual students● The 2 paths to refined instruction are interesting and eye-opening.● Knowledge of the lesson plan were key when being the lesson observer
● Wonderings	<ul style="list-style-type: none">● What changed in their thinking about collaboration? Notions of engagement?● Who guided the LS study of those PSTs?

	<ul style="list-style-type: none"> • How did you teach the PSTs the principles of LS? Was it part of the curriculum? • Did the PSTs implement any special lessons after the LS discussion? • Total Physical Response (movements) has been extensively used to support ELLs and emergent bilinguals. This finding, while interesting, barely offers anything new. What else did the LS discussants notice to support the EBs' learning? • What was the specific research theme that the LS cycles surrounded and how did that fit in with the hopes and goals the PSTs had for emergent bilingual students?
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Presenter	Nadia Kennedy #105 Collectively reviewing mathematics teaching: Modified lesson study for preservice mathematics teachers
<ul style="list-style-type: none"> • <i>Quotes</i> 	<ul style="list-style-type: none"> • Five Dimensions of Mathematically Powerful Classroom: mathematical content, cognitive demand, access to mathematical content, agency, and assessment • The importance of methods courses in teaching pedagogies of enactment. • The difficulty prospective teachers face in reflecting on classroom practices is identifying, analyzing, and interpreting evidence of student learning and formulating strategies in response.
<ul style="list-style-type: none"> • <i>Noticings</i> 	<ul style="list-style-type: none"> • Preservice 7 weeks for each of 2 cycles. First 2 weeks watch videos with researchers and analyze based on TRU; 2 weeks planning and teaching; view each other recordings of lessons and analyze.
<ul style="list-style-type: none"> • <i>Wonderings</i> 	<ul style="list-style-type: none"> • How does the researcher influence viewing the lessons? Is the researcher involved when watching the videos of their lessons? • I am curious to know what questions or prompts are guiding the reflective logs? • Are the exemplary videos being viewed in cycle 1a covering the same content topic as the ones participants will be engaging in for the LS cycle? • What would constitute the LS team members? The student teachers as a community? The student teacher with their mentor and supervisor? Are the mentor and faculty supervisor the same for all the student teachers?

	<ul style="list-style-type: none"> • What critical elements of the LS model will be integrated into the design of this study?
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Presenter	Nicole A. Suarez #14 Design principles for implementing lesson study: A model for professional development of postsecondary faculty and graduate teaching assistants
<ul style="list-style-type: none"> • Quotes 	<ul style="list-style-type: none"> • Few opportunities for professional learning lesson planning, learning theory and teaching techniques ... how can lesson study be modified for graduate students and faculty? • “Just giving cycle steps” not helpful; how should LS be modified for graduate teaching assistants?
<ul style="list-style-type: none"> • Noticings 	<ul style="list-style-type: none"> • Interesting finding from the first teacher that the GTA was the focus of the feedback and not the students. • Agree with your first design principle to “recognize and address the wide range of content topics...” • Recommends several cycles, given the wide range of topics in higher ed courses • Place GTAs in learner disposition (recall their first time learning) • Some findings similar to IJLLS 10(1), 3-15
<ul style="list-style-type: none"> • Wonderings 	<ul style="list-style-type: none"> • What condition(s) would need to exist for a GTA to act as the facilitator? • In what way(s), if at all, were there struggles between/among faculty and GTAs? Specifically, did a faculty member position/power influence the lesson study focus/findings? • What formal training/knowledge, if any, did the faculty member receive to facilitate a lesson study cycle? • Or what training/knowledge would you recommend based on this study if this model of LS with GTAs were to be applied elsewhere? • What teaching strategies did GTAs commit to implement? • How would this PD model of LS for the GTAs sustain with or without the fundings? Do you think that GTAs have already overworked? • How did the design/formative research process influence the Lesson Study process? Are they one and the same?

Presenter	Nicole A. Suarez #15 The construal of teaching in discourse among science graduate teaching assistants participating in lesson study
<ul style="list-style-type: none"> • Quotes 	<ul style="list-style-type: none"> • Science instructors have a dominant transmission perspective (beliefs, intentions, actions). If or how lesson study can change this?
<ul style="list-style-type: none"> • Noticings 	<ul style="list-style-type: none"> • Developmental - practices to empower students to do it themselves. Help build student reasoning • “Heat map” of different teaching beliefs over time is helpful visualization • Some findings similar to <i>IJLLS 10(1)</i>, 3-15 • Absence of a social reform perspective; perhaps that is the next study?
<ul style="list-style-type: none"> • Wonderings 	<ul style="list-style-type: none"> • How might teaching have supported the shift to developmental focus? • Who guided the LS cycles among the TAs? • Is it part of the TA training at SDSU? • How successful were the LS cycles? I wonder why the LS cycles were too short (1 week planning + 1 week implementing) • How many cycles have you done with the TAs? Have any of the LS materials been reused/recycled and planned for the long term?

Presenter	Nicole A. Suarez #19 Alleviating hierarchical relationships: Building graduate teaching assistant’ agency through collaborative relationships with faculty during lesson study
<ul style="list-style-type: none"> • Quotes 	<ul style="list-style-type: none"> • Graduate Teaching Assistants often don’t feel comfortable talking about teaching with faculty
<ul style="list-style-type: none"> • Noticings 	<ul style="list-style-type: none"> • Faculty may not have had formal pedagogical training. Time and effort for research vs. teaching • Some findings similar to <i>IJLLS 10(1)</i>, 3-15
<ul style="list-style-type: none"> • Wonderings 	<ul style="list-style-type: none"> • How did the research theme influence the planning, given the rapid cycle? • Will you interview the faculty member about LS impact on hierarchy, as well? • To help discern the effects on LS on the relationship

	<p>between GTA and faculty, in the future you might consider doing a pre LS Cycle instrument with either (both) parties to gauge relevant thoughts/practices/pedagogy.</p> <ul style="list-style-type: none"> ● In what ways is LS an example of decolonized PD?
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Presenter	Andrew Walton #200 An affinity identity shift from teacher to researcher: A critical autoethnographic narrative on conducting lesson study research
<ul style="list-style-type: none"> ● Quotes 	<ul style="list-style-type: none"> ● Roles of teacher and researcher are quite different. Disconnect between researcher and classroom ● Tension battling between affinity identity discourses ● Understand some of the cultural complexities that have shaped the presenter as a researcher and pedagogue ● “I don’t think there is a way to separate the teacher and the researcher.”
<ul style="list-style-type: none"> ● Noticings 	<ul style="list-style-type: none"> ● Introduction: Impetus for Research-- Just want to comment that your introduction of yourself was so great. Thank you for sharing your lived experiences with us. ● Your work really helps to transform the discussion around LS facilitators, which there is currently a dearth in the literature. It explores what the different roles are that a LS facilitator may take. ● The idea to use Google Classroom for the facilitation of LS came through a suggestion from a teacher.
<ul style="list-style-type: none"> ● Wonderings 	<ul style="list-style-type: none"> ● Did the wrestling of your two identities impact the lesson study team? ● Do you think that the LS cycle also places teachers in a transition from teacher to researcher in some sense?

Presenter	Andrew Walton #165 Promises of sustainable lesson study practices as a professional development tool in tertiary contexts.
<ul style="list-style-type: none"> ● Quotes 	<ul style="list-style-type: none"> ● Effective classroom practices based on student interactions. ● Examine sustainability at three different levels (something that is often not discussed in education research as a whole)

	<ul style="list-style-type: none"> ● “...for faculty professional development and teaching and learning to explicitly examine the needs of Latinx and other underrepresented minority students, many of whom are often first-generation college students.” ● Positive changes to organization routine from 2019-2021
<ul style="list-style-type: none"> ● <i>Noticings</i> 	<ul style="list-style-type: none"> ● Sustainability at institution, faculty working in lesson study groups as teacher identity, students respond to student centered instruction ● LA-STEM Framework includes interviewing students to get immediate feedback from students following lesson ● Lewis sustainability: learning opportunities for teachers, professional learning communities, teacher leaderships ● Strengthening of the relationship between TA and students in the teaching and learning process ● Connection of the LS impact on student perception of the course
<ul style="list-style-type: none"> ● <i>Wonderings</i> 	<ul style="list-style-type: none"> ● What types of reorganization are being anticipated? For what purposes? ● How are the time requirements of LS integrated into professors’ teaching, research, and service loads? ● Was there compensation for the LS participants and does the research team think this initial funding is necessary to integrate the LS model at this level? ● What type of pushback, if any, did you experience when trying to first integrate this project within your department of study? Do you think this was specific to being in a higher education setting? Specific to the engineering discipline/department? ● How do you see LS with faculty as being the same or different from the extensive literature on LS with K-12 teachers? ● What are the logistical details of the specific LS model that you’ve integrated with these faculty? How many times do they meet? For how long? Etc.