# RESEARCH LESSON STUDY REPORT

Title of the Report

Author Name, Author Name and Author Name

*Organisation, Region or City, Country; Organisation, Region or City, Country*

**Abstract**

Up to a maximum of 300 words organised as a structured abstract, using the headings below. Please complete all sections. Some prompts are provided to guide your writing in each section. Please delete the prompts before submission.

**Background and purpose**

Why was your research needed?

If applicable, what is already known about this topic?

**Aims**

On what were you specifically focusing?

**Study design or methodology**

Who were your participants? (e.g. policymakers, teachers, students, number of participants, ages/sectors)

What was your research context? (e.g. classroom, online study, subjects)

Did you collect data? If so, what (e.g. interview, observation, survey)?

Did you use or create any resources?

How did you analyse your data? Are baseline or pre-post measures appropriate?

**Findings**

This is for the headline, key findings: What did you find out in relation to your aims?

**Conclusions, originality, value and implications**

The ‘so what?’ issue: Based on your inquiry and findings, what have you added to understanding (your own, your students’, your research field), practice or the available resource base?

What will you change as a result of what you found?

Keywords: use this format: word; word; a phrase; another phrase; no full-stop

# Context

Please include age of students taught and some brief information about the institution or setting (including its approximate location). Only name your institution/participants if you have permissions to do so.

## Co-researchers

Who worked with you during any of the stages below?

# Overall aims of lesson study

What did you aim to achieve for your students’ learning, your future teaching and curriculum?

# Motivation/need for this lesson study & review of existing approaches

* What was the rationale for your lesson study?
* Was there a particular challenge in your context?
* What current data or approaches did you review reveal and what did this reveal in terms of areas of focus?
* What alternative/new approaches did you consider and decide to try?
* What were you hoping would be better as a result in terms of students’ learning and your practice? What would it look like?

# Focus and research questions

Research question: For example: ‘How can we teach x better to y?’ or ‘How can we help y to learn x more effectively/deeply?’

* What did you choose to focus on in the sequence of three research lessons?
* Why did you choose this?
* What was your initial hypothesis about what might help and why?

# Lesson study plan and activities

* Use the prompts in the RLS handbook, and your group’s notes in the RLS workbook to guide this section.
* You should use your collective workbook notes as the basis for this report.
* Combine your observation data, case student interviews and the key aspects of your planning and post lesson analysis meetings.

# Choice of and rationale case students

Identify three case students for particular (not sole) focus who represent groupings of learners in the class or, if you are investigating a particular problem, choose from the students about whose learning you are concerned.

## Case Student 1:

Profile of case student 1 and reasons for their selection.

## Case Student 2:

Profile of case student 2 and reasons for their selection.

## Case Student 3:

Profile of case student 3 and reasons for their selection.

# Assessment of how each student would have progressed if we had taught the usual/previous curriculum for these lessons

## Go through your class list and imagine you were going to teach this sequence of lessons in the usual way (with no lesson study changes). From your knowledge of the students think which of the three groups (1, 2 or 3) they would have fallen in and note the number by their name. Then record the total number of students in the class/teaching group.

1. Number of students you would have expected to achieve overall goals across the three lessons
2. Number you would have predicted to exceed overall learning goals across the three lessons
3. Number you would have predicted to be still struggling and to require further support or teaching.

# Research Lesson 1 (RL 1)

## Aims of RL1

**Predictions** for each case student at two/three points mid lesson and end of lesson (See guidance in the RLS handbook)

Case student 1:

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Case student 2:

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Case student 3:

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## Observations of case students (including comparison of what happened at the three points with what you predicted) and what this suggested to you about their learning and what you should do in RL2.

### Student 1:

### Student 2:

### Student 3:

## Student Interview Feedback on RL1

Include any relevant comments and feedback from post-lesson inteviews with the focal students.

# Research Lesson 2 (RL 2)

## Aims of RL2

**Predictions** for each case student at two/three points mid lesson and end of lesson (See guidance in the RLS handbook)

Case student 1:

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Case student 2:

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Case student 3:

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## Observations of case students (including comparison of what happened at the three points with what you predicted) and what this suggested to you about their learning and what you should do in RL2.

### Student 1:

### Student 2:

### Student 3:

## Student Interview Feedback on RL2

Include any relevant comments and feedback from post-lesson inteviews with the focal students.

# Research Lesson 3(RL 3)

## Aims of RL3

**Predictions** for each case student at two/three points mid lesson and end of lesson (See guidance in the RLS handbook)

Case student 1:

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Case student 2:

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Case student 3:

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## Observations of case students (including comparison of what happened at the three points with what you predicted) and what this suggested to you about their learning and what you should do in RL2.

### Student 1:

### Student 2:

### Student 3:

## Student Interview Feedback on RL3

Include any relevant comments and feedback from post-lesson inteviews with the focal students.

# Findings

* Use the prompts in the lesson study handbook and workbook for post lesson study overall findings discussion.
* What did you find out about the case students’ learning in relation to your research question?
* What changes will this make to the way you teach:
  + this class in future?
  + this curricular sequence to other classes in future?

# Post RLS student assessments and comparative table

List all those students in the class who achieved the overall learning goals for the lesson study by the end of RL3. Then list any who exceeded these overall goals. And finally list those still struggling and needing additional support.

Go back to your pre-RLS list of student outcomes you predicted would have been likely if you had taught this sequence of curriculum/lessons as you always had done previously.

Use the two lists to complete the table below

|  |  |  |  |
| --- | --- | --- | --- |
|  | Total students achieving overall learning goals of the RLS | Total students exceeding the overall goals of the RLS | Total students still struggling and requiring further support/teaching |
| a. Likely outcome predicted if we had taught as we always have done |  |  |  |
| b. Outcome at end of lesson study |  |  |  |
| b minus a = |  |  |  |

What do these figures suggest to you? Were your predictions conservative, was your post lesson assessment generous? Do these figures suggest any changes worth considering further?

# Any resource or approach that you created or trialled

* Describe the purpose and nature of the resource, and how it was or could be used by others.

# Significant quotations

What have colleagues or students said in the course of this lesson study that reveals the depth of change or impact for them? Provide some student or teacher quotations or facts that convey the impact of change they have experienced.

# Changes to practice

* What actions did you take as a result of your observations and findings?
* Did you collect any more evidence after making a change?
* What was the biggest impact on the way students learn?
* What is the biggest change to your subsequent teaching?

# Reflective evaluation

* Which parts of this RLS worked well, and why?
* Were there any disappointments or surprises?
* What helped support you to conduct the lesson study successfully?
* Were there any external challenges?
* Did developing your practice and thinking through RLS pose any challenges for you as practitioners? What was new for you?
* What might you have done differently? What advice might you give to others conducting Research Lesson Study?
* Overall what you say you have learned from this lesson study?

# Ethical considerations and relationships

* What ethical issues did you need to consider and how did you address them?
* Were there any issues relating to your professional role and relationship with participants and stakeholders?
* Who did you need to communicate with or involve for the project to succeed? How did you engage with them?
* How did you ensure your students and colleagues were safeguarded (e.g. e-safety, compliance with school’s child image and safeguarding policies)?

# Making the lesson study findings public

* Other than publishing your work on Camtree, how are you communicating and sharing what you have learned?
* In your institution – open research lesson after school? Lesson Study poster? Staff meeting presentation? Student presentation?
* Locally – open lesson, teach-meet, local professional development network?
* Wider sharing – how will you publicise this Camtree publication?
* If another individual or school was attempting to try this approach in a lesson study, what recommendations would you make?

# Next steps

* What are your next steps?
* Are you planning to continue with the initial inquiry focus? Or a different focus?

# Supplementary materials/resources

If you created a teaching/learning resource or research tool/instrument, or if you have data to share, please list these and describe the purpose and nature of each resource or dataset in 1-2 sentences. Indicate how and in what context it was or could be used (e.g. “a lesson plan containing talking points for dialogue about photosynthesis in secondary science classrooms”, “an adapted version of a lesson study observation tool” or “a spreadsheet summarising student assessment outcomes before and after the intervention”.

Ideally, you should upload  your supplementary materials as separate, labelled files (and will describe them again when you do), but they can also be included as appendices to your report, as part of this document.

# References

Camtree does not require the use of any particular style of citation.  You should, however, make sure that citations and references are complete, correct and matching, and that the style used is consistently applied. References should be presented in alphabetical order, using an author-date style (not a numbered style). Simple APA style is probably the most widely-recognised and easiest system to apply if you are not using specialised citation management software.  For information See: <https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles/author-date>

# About Camtree

Camtree: the Cambridge Teacher Research Exchange is a global platform for close-to-practice research in education. Based at Hughes Hall, University of Cambridge, Camtree draws on high-quality research from around the world to support educators to reflect on their practice and carry out inquiries to improve learning in their own classrooms and organisations. The outcomes of these inquiries, once peer reviewed, can be published within the Camtree digital library under a Creative Commons Licence (CC-BY 4.0). You can find out more about Camtree and its digital library at [www.camtree.org](http://www.camtree.org).

# Appendices

If there are supplementary materials insert them here with a short description. It may be best to present separate documents such as research tools as full pages with page breaks between each one. If there are no appendices, remove this heading.