UW Colleges Lesson Study Grants

UW Colleges Lesson Study Grants are available for small teams to use lesson study to study and try to improve student learning. Applicants can focus on any class (face-to-face or online), topic, or subject matter. The grants will provide from a small amount of S & E funding to each member of the two- to five-person teams:

- from $200-400 for team leaders and full team members (lesson design, classroom observation, data collection, data analysis, lesson revision, conclusions), depending on the scope of the project;
- $150 for observers who are helping with two or more parts of the lesson but not the entire scope described above;
- $50 for outside observers who just observe the lesson in the classroom, take notes, and debrief with the team members, who then conduct the analysis, lesson revision, etc

Selection

Applications will be evaluated on focus and depth of potential learning, potential impact of the activity, and availability of funding.

Timeline

1. Submit brief grant application by October 15, 2009, explaining your plans. (See next page.)
2. Apply for IRB approval ASAP. The next meeting of the IRB Committee is October 29, and they’ve requested applications at least one week before then. See the 9/21/09 email from IRB Chair Linda Tollefsrud—or ask Nancy—for details.
3. As soon as you’re notified of a grant award, work with Nancy Chick (face-to-face or teleconference) to consult on your project plan. (Consultation may be minimal or major, depending on your needs.)
4. By the end of fall 2009, submit a brief report:
   - actions taken thus far (eg, applied for IRB, designed the lesson, planned analysis of data, etc)
   - if you’ve conducted the lesson, the following as well:
     - a summary of findings, however preliminary
     - reflections on student learning and thinking about your learning goal
     - plans for revision to the lesson for greater student learning as implemented in spring semester
5. By the end of spring 2010, submit a brief report of your findings. Reports will include
   - a summary of findings
   - reflections on student learning and thinking about your learning goal
   - a revised (and hopefully improved) lesson that will help students move toward your learning goal. (If there are still gaps in student learning, offer possible reasons and solutions as annotations to your lesson. Future assessment committees or other colleagues may choose to continue working with your lesson.)

Support for Lesson Study

Nancy Chick, the UW System Lesson Study Leader for the UW Colleges, is available and eager to consult with your team at any step of the project, in any capacity. If you have any questions about the grant application or lesson study, contact me at nancy.chick@uwc.edu.

Funding for the UW Colleges Lesson Study Grants comes from the UW System Lesson Study Leader Project and a UW System OPID Undergraduate Teaching & Learning Grant.
UW Colleges Lesson Study Application

Application Deadline: October 15, 2009. Email this form to Nancy Chick, nancy.chick@uwc.edu.

Department(s): Mathematics Department at UW-BC (2 Faculty and 2 IAS)

Lesson Study Team Leader: Dr. Sarah Bennett

Other Members of Lesson Study Team (fully participating in lesson design, classroom observation, data collection, data analysis, lesson revision, conclusions): Anthony Van Groningen, Scott Friess, Brian Rude

Lesson Study Observers (helping with two or more parts of the lesson but not the entire scope described above): Scott and Brian

Outside Observers (just observe the lesson in the classroom, take notes, and debrief with the team members, who then conduct the analysis, lesson revision, etc; if you haven’t identified them yet, indicate how many you will want): We need to discuss this with you. Perhaps 2.

Briefly and clearly provide as much of the following information as possible, indicating if and where you may need consultation to develop your plan. Each box will expand to fit your text.

1. The learning goal and why it’s significant to student learning in your discipline(s)

The learning goal is to work on the transitional skills that go from one course to another but that may be presented in different ways, confusing students. Or, perhaps these transitional skills are not emphasized enough in a course but need to be. Perhaps the presentation is getting in the way of students’ grasping these key concepts. Our students need very much to grasp certain key concepts before progressing to the next course. This is paramount in mathematics. For example, if one cannot work with fractions in basic math, algebra will be impossible.

2. The lesson that will provide students with a focused, in-depth attempt to achieve the learning goal and will make student thinking visible (outline or list of steps & activities)

The math department will meet and identify a few key areas of skills for courses MAT 091 that need to transfer to MAT 105 and similarly MAT105 concepts that need to transfer to MAT 110. We also want to track how these students are doing who are already with us vs. first time students. This will help us identify how much this is a problem at our campus in how we are teaching, or just a general mathematics problem overall. We will pick one or more lesson for each transition (091 to 105 and 105 to 110) and attempt to achieve the identified learning goal. The topics we focus on will come from the results of assessment tools so we can see student thinking and report on and discuss that data as well. Then see how it can be improved and do the cycle again.

3. The plans for observing student learning relevant to learning goal during the lesson (whose class, where [can be online], when, who’ll be present, how observers will document observations)

We will organize our project based on our class schedules, who can visit which class and when. The 4 of us will
work together. We will visit a class on the day(s) the student learning relevant to the learning goal topic will be covered. It may be that one person visits the classroom and that we discuss as a group a number of times what we are seeing, observing, and learning, and what the student data shows.

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<tr>
<th>4. What evidence of student learning you’ll gather, how, and how related to learning goal (list of activities/assignments)</th>
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<td>We will also decide this based on each course and what is most appropriate for that course. Either class work that is presented in class, an in class assignment, or a quiz will be used to show evidence of student learning and how it exemplifies the learning goal. For example in 091 perhaps there will be a focus on simplifying fractions and an in class assignment will be given that focuses on the agreed upon (best) way to present that transitional material. The class will have an observer that day and later all 4 will discuss how the observations and how student results fared and how our new unified approach is working (and compare student results for new and returning students).</td>
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