

**Lesson Study: Example based on 9/12/16 class**  
ED 456/ED 533E ~ University of Portland ~ [EdMethods.com](http://EdMethods.com)  
Fall 2016 ~ Instructor: Peter Pappas

**1. Intro** - Grad and undergrad Social Studies Methods. Time: One class

**2. Content** - This lesson included three major elements:

- Practical examples of Bloom's taxonomy in the form of sample exercises and questions. They were used to anchor a conversation on Bloom in action.
- How student choice can impact key lesson elements - content, process, product, evaluation.
- Demonstrate a student-centered approach to a teacher presentation as a way to foster reflection (instead of listening to a straight lecture on the subject)

**3. Process** - The lesson is driven by a Keynote presentation. We will use an audience response system to gather student input. The lesson includes multiple activities that illustrate the content. Student will be led through discussing their reactions to the activities to connect them to the content. This lesson will serve as a kick off to their first assignment to write and share a Lesson Study

**4. Product** - Student solutions to the activities and questions. Their reflection on the process. A secondary product is their familiarity with the elements of our upcoming Lesson Study.

**5. Evaluation** - While the activities have "correct" answers. They are not the real content of the class. While it is hoped that students leave with deeper understanding of Bloom and student choice, that will not be formally assessed. Their future design of a "Lesson Study" will serve as an informal self-assessment.

**6. What kinds of thinking will students need to do to participate in the lesson?**

Most of the activities require higher level thinking (analysis and evaluation). Students will be asked to reflect on their experience throughout the lesson. Hopefully student will create their own understanding of these themes.

**7. To what extent do students have options or choices regarding these lesson components?** The opening activity allows the students to solve the desert problem with full choice of process. Most of the other activities are in the format of objective questions with little opportunity for student choice.

The future Lesson Study assignment defines the format of the final product. Students are free to choose the content and process to be used in their lesson study.