

## LESSON STUDY REPORT

The rationale for the lesson study was to reduce down time in lessons, so that there was more learning time.

### **Who might find this Lesson Study report useful?**

1. Tutors who have difficulty in ensuring that all the learners are fully engaged throughout a session.
2. Tutors who would like advice and guidance in how to make their sessions as productive as possible.

### **Name and usual roles and contact details of Lesson Study group members:**

1. Tutor A - Teaching and Learning Coach overseer and coordinator of the study.
2. Tutor B took the responsibility for time keeping.
3. Tutor C was responsible for observing the group's engagement in the session.
4. Tutor D looked at low level disruption.
5. Tutor E helped to prepare some resources
6. Tutor F and Tutor G were the deliverers of the materials that were prepared by the team.

### Section A: Context and overall aims: (approx. 250 words.)

The lesson study group came up with the idea of avoiding down time in lessons. The rationale behind this is: to ensure that everyone is engaged throughout the lesson; it reduces disruption within the lesson; students are stretched and challenged; the group enjoy learning and finally with the use of exit cards progress within the session is checked.

The way the study has evolved is that small groups observe a lesson being undertaken without the use of any new resources. The group observed the target learners and make notes on how the session went. The group then discusses with the lecturer what could be done to avoid down time. The lecturer has the right to have the final say in what is done because they are the normal teacher for the group. In the following session the group uses the resources to help reduce down time, The team interview the students and then meet to discuss what they have found out. Parts of the sessions were videoed so that they main aspects could be cascaded to staff who missed the session.

The main aim would be ensure students are making the best use of their time in the session and enjoying their learning.

### Section B: Aims of the LS, class(es) and case learners you worked with. (500 words)

The main aspects of teaching and learning that we wanted to improve were:

1. To ensure that the learners were learning for the duration of the session and not just for a small amount of the time. (All of the other items listed below relate to this master objective)
2. To improve the planning of sessions to reduce down time.
3. To establish if the resources and tasks being asked to carry out were challenging

- and not too easy and possible to achieve.
4. To see where extension tasks were used or if they needed to be added.
  5. To evaluate the pace of the session, so that there was good learning momentum and the session didn't break down into aimless chatter.
  6. That the tasks were differentiated correctly, again so that individuals were all taking part and supported appropriately.
  7. We also wanted to see if appropriate rules and boundaries were in place for difficult groups to manage.
  8. We wanted to improve the way practitioners support each other in a constructive, supportive way. In our case this was by observing a session (especially 3 different learners) and then discussing how the session could be improved to ensure that there was maximum learning taking place.
  9. We also looked at the use of exit cards as a way of establishing that learning had taken place.

Both study groups were level studying at level 2. We selected level 2 groups because they are generally known for enjoying practical sessions but struggling at times to fully engage in theory sessions.

We decided to observe a session without doing anything. This helped us to select our three learners.

The team used some of their own ideas and modified them e.g. favorite type of ice breakers etc. I used various resources from the web e.g. TES resources and compiled 20 ways to exit a lesson.

In the first study (Horticulture group): The learners on the level 2 course were picked on the bases of the initial lesson, learner X was a quick learner, able to get through tasks with ease, learner Y required more support due to their academic ability and learner Z was known to be good at practical work and not so keen on work in the classroom.

We wanted to ensure that learner X was kept challenged, learner Y made good progress without getting frustrated and learner Z was able to transfer his enthusiasm from doing practicals to enjoying theory sessions.

In the second group (Agriculture group) the learners were picked as follows, learner X not engaged with the session, learner Y a learner who made very little progress in the session and learner Z a learner who made progress and was fully engaged with the session.

We wanted to ensure that learner X was fully engaged in the session and making good progress, learner Y was making good progress and knew it and learner Z was stretched and challenged.

Topic	Engagement Avoiding down time.	Time: 90 mins
Section of lesson.	Activity	Staff responsible For producing resources.
Introduction	Ice-breakers activities recapping from the previous week during registration. Prior knowledge assessment.	

Main core	Paced activities 4 x 15 minutes	
Checks	Feedback, formative checks throughout the session.	
Students' viewpoint and exit cards.	Methods of getting feedback from the students on the session	
Notes: XXXX has identified Wednesday afternoon as a time to roll it out. XXXX can be involved with the delivery of the session.		

### Section C: Your first research lesson 1. (RL1)

After observing the first session, we recorded the down time, engagement and productive time. Tutor F taught the session and a group of 4 observed Tutors A, B, C and D.

We discovered that 3 mins had been lost whilst the register was taken. Multiplying 3 by a class of 15 = 45 minutes lost time.

Generally the lesson went very well, there was one occasion when there was insufficient books to go around, so some learners were held up for a short time.

After the session we discussed the lesson with the tutor and learners. We decided to introduce a relevant word search during registration, ensure that all had resources for the session and exit cards were used to record learning.

In the second session down time was eliminated apart from the one study girl learner X who did the word search within 1 minute. Unfortunately there was no extension activity, so she had some down time of about 3 minutes. The rest were engaged.

The interviews with the students at the end went like this:

Student X liked the resources including the exit cards, but would need something more challenging.

Student Y – Liked the resources, especially the exit cards.

Student Z – OK but I just prefer to do practicals

The tutor F was pleased with the introduction of the new resources.

We did video sections of the sessions.

Section D: Your second research lesson (RL2) – planning, delivery, observations and analysis meeting (max. 500 words).

In the second study with the Agriculture group we discovered from our initial session that there was a lot of down time. The group is known to be one of the most challenging on the campus.

We discussed ideas from the initial session with the tutor and together we decided that we could develop a game that the students could play to help improve their engagement within the theory session on accounts and management. Tutor G also had a domino activity he wanted to use and also experiment with the exit cards.

Although the observers had ideas for the game, tutor G wanted to come up with the game. We met a few days later to look at tutor F's ideas and how we could help to create the game resource.

Tutor A and E created the resources based on tutor G's ideas. This is an important part of the study because it is vital that the observers support the tutor and not impose their ideas.

When we carried out the observation of the second session, unfortunately there had been problems with the photocopier and the guillotine had gone missing, so tutor G was not able to get the session started on time. A domino activity was given out, but unfortunately the activity was completed within 1 minute. Unfortunately there was no extension activity in place and so tutor G started to give out the resources for the game. During the period above approximately 10 minutes of learning time had been lost,  $10 \times 15 = 150$  minutes 2.5 hours. However when the game had been set up and everyone understood how to play it, the group were fully engaged for 20 minutes,  $20 \times 15 = 300$  minutes, 5 hours of good learning.

When the students were interviewed at the end of the lesson, they said they enjoyed using the resources and found them useful in learning for the test that followed.

Unfortunately learner X had not understood that the game had been employed to help them learn for the test. However he was engaged in the game.

Tutor G was encouraged by the 20 minutes of good engagement and said "it's working"!

Again we did video sections of the lesson and it is very noticeable the introduction of the game.

Section E: Your third research lesson (RL3) – planning, delivery, observations and analysis meeting (approx. 300 words).

We have not done the third session yet, but we would like to work with the 2<sup>nd</sup> group again to help reduce the down time even more.

We think that it is incredibly useful to have a team come into a session to observe learners and with the tutor discuss ways of improving the engagement. This ranges from establishing ground rules through to active learning methods.

## Section F: Impact on pupil learning and progress (approx. 250 words).

It is clear from the first two sessions, having more people to observe behavior, time and resources helps to produce a more rounded account of a lesson. They are able to look at ways of reducing down time more effectively and support the lecturer in developing them.

At all times we respected that the lecturer was the shepherd of the group and we did not over ride their ideas. There is a lot of work to be done to improve the engagement of learners who are quite able practically, in theory sessions.

It is quite easy to forgot not to have an activity during registration and 3 -5 minutes can be lost very quickly, the latter multiplied by 15 means that you have already lost 75 minutes of teaching time.

Often the use of ice breakers, extension activities to stretch and challenge, exit cards etc.,

Help to improve learning. The PowerPoints of the different exit cards and the videos will be available to watch so that other people can get a picture of the work that we have carried out.

We have passed the exit cards out to lots of other staff and had very positive feedback from all the staff who have tried them out. The exit cards on their own would make an excellent study in the future.

## Section G: Impact on practice and future teaching (approx. 250 words).

The time factor is frightening and this needs reinforcing e.g. 20 minutes of good learning with 15 students = 5 good teaching hours. The opposite doesn't bare thinking about but we all know can happen.

Our team will need to continue looking at ways of reducing down time to improve the quality of the theory teaching sessions.

The students enjoyed the game, they also commented how did tutor G create this.

I think the latter is important, because students recognize the value of time a tutor puts in, whether it works or not

## Section H: Impact on team and faculty approaches to teaching, learning, assessment and CPD. (250 words).

Comment on this in a similar vein to G above. Are there any quotes, extracts from student work or plans, discussions that would bring this to life for a reader?

I think the videos and PowerPoints would bring this all to life for a reader. I need to put the videos on the WordPress blog. I just need to discuss the overall findings with the initial team before going live with the videos. Obviously time lost or gained multiplied by the group number is alarming.

Supportive feedback and helping each other develop resources is vital.

Allowing the regular tutor to stay in control of what is to be introduced, (they know their flock the best).

Section I: Personal reflections (100 words)

We think the study has been very interesting. We have learnt a lot about the subject of down time. We have a greater awareness of how important 5 minutes can be in a session.

Having other people to help see the blind spots and to help in the preparation of resources is very important.

The pace and momentum of the learning is key to create an atmosphere of learning.

Lose the momentum and a lesson can break down very quickly.

The exit cards (several different ones) are an excellent way to motivate students to pay attention within the lesson.