

Dear Lesson Study Participants:

Reminder: Please submit your group's Project Log entries as soon as you complete each step of the lesson study process. The log entries will make it much easier to write your culminating report. Because the entries show work in progress, they do not need to be lengthy polished products.

Project Log page: <http://lessonstudy.blogs.com/>

Lesson Study questions: <http://www.uwlax.edu/sotl/lsp/lessonstudyquestions.htm>

Tips for Project Log 2: Developing Student Learning Goals. Some groups have already posted Project Log 2. If you are still clarifying your goals, please visit the *Online Guide* for assistance www.uwlax.edu/sotl/lsp/developinggoals.htm.

Learning goals are important because they anchor the lesson and influence decisions about what to teach and how to teach it. Forming goals for a lesson can be challenging for three reasons:

Shifting from what I do to what they do. As teachers we are accustomed to thinking about what we do in the classroom, e.g. I teach about "X," I explain "Y," I force students to think about "Z." Lesson study shifts our focus to what students will do and what they will learn as a result of the lesson.

What's the MAIN point. Designing a research lesson challenges you to be more precise about the MAIN point of the lesson. Among all the possibilities what are you trying hardest to get students to know and be able to do? Often we have multiple objectives in a single class. Deciding which are the main goals and which are long term helps immensely.

Long term goals. We usually think of a lesson as dealing with immediate content and concerns. It is especially challenging to design individual lessons that address long term goals involving complex skills, abilities, and values. For example, the goal of the "[Can You Lift 100 KG](#)" lesson was not only to develop students' understanding of levers, but "for students to value friendship, develop their own perspectives and ways of thinking, and enjoy science."

Obviously complex abilities and habits of mind do not develop fully as a result of one lesson, but those qualities are not likely to develop unless we do address them in class on a daily basis. A single lesson can be a highly focused effort to address larger goals of your course or academic program. Some disciplines have "officially sanctioned" outcomes for undergraduate education that provide useful frameworks for long term goals (e.g., [Psychology](#); [American History](#)).

Lesson Study Quote

Research lessons are very meaningful for teachers because...we think hard and in a fundamental way about several critical issues. For example: What is the basic goal of this lesson in this textbook? How does this particular lesson relate to my students' learning and progress in this school year? How does this lesson relate to other curriculum areas? Thus, it is very beneficial to teachers. Unless we think about all these things, we can't conduct research lessons. Even if teachers do not think hard about the lessons they teach daily from the textbook, they must really rethink the fundamental issues for research lessons.

A Japanese teacher

Bonus Feature. This short essay, "[Who Has the Lowest Prices,](#)" uses the author's own experience as a student in a statistics class to illustrate the importance of focusing on long term goals for everyday teaching.