

CATL LESSON STUDY GRANTS

Funding source: CATL

INTRODUCTION

Center for Advancing Teaching and Learning (CATL) grants support instructors undertaking projects intended to improve teaching and student learning. These grants support effective teaching that is organized, evidence-based, technology-supported, inclusive, feedback-enriched, and/or programmatic in nature.

PROGRAM DESCRIPTION

Lesson study is classroom inquiry in which two or more instructors jointly design, teach, observe, analyze and refine a single class lesson in one of their courses. The goal of a lesson study is to better understand how students learn and to use that information to improve teaching. By focusing on a single lesson, instructors can investigate specific student learning problems and try out teaching practices to support student learning. [Read more about CATL Lesson Study Grants.](#)

AWARD INFORMATION

Lesson Study grants support instructors to undertake a lesson study together in the summer, fall, and spring of the funding year, which begins July 1. Each team receives \$2400 to be divided equally among team members.

ELIGIBILITY INFORMATION

Applicants must be faculty and instructional academic staff with at least a 50% FTE during the cycle of application.

Faculty/staff from fully self-supporting programs are not eligible to receive funds from UWL-sponsored grant programs. Faculty/staff from self-supporting programs are encouraged to contact their department chair/unit director to request funds in support of their research, scholarly, pedagogical, and professional development endeavors.

APPLICATION PROCESS

1. Review background information about lesson study available on the [CATL Lesson Study Grants page](#).
2. Complete the [CITI Online Training Course for Social & Behavioral Research Investigators](#). Institutional Review Board (IRB) approval is *not* required before submitting the grant proposal, but applicants must have completed the online training course before applying for the grant.
3. If a proposal includes services, support, or effort from other campus unit(s)/department(s), applicants should discuss logistics (e.g., budget requests, availability to perform proposed work) and obtain approvals from that unit/department before an application is submitted. Examples include but are not limited to proposed efforts by Graduate & Extended Learning, Murphy Library, Reservations, Statistical Consulting Center, or University Communications.
4. Complete an application narrative (see below) as a single PDF file.
5. Enroll in the following Canvas course to submit your application: <https://uwlac.instructure.com/enroll/A8FD3K>

APPLICATION NARRATIVE

Label the sections of your narrative with the headings below.

1. **Contact information.** For each applicant, include name, email, and department affiliation.
2. **Training course.** Please indicate whether the [CITI Online Training Course for Social & Behavioral Research Investigators](#) has been completed by each applicant.
3. **Learning goals.** Describe the learning goal or problem your team intends to investigate through lesson study. Why do you want to investigate this topic? If there is previous research on this topic or goal, how will your lesson study complement or add to it?

4. **Learning context.** Describe the context for the lesson study, including course title, class level, number of students, etc. At what point in the semester will the lesson take place? How does the lesson study fit into the course curriculum?
5. **Rationale.** What are your goals and interest in doing lesson study? Why do you want to participate in lesson study, and what do you hope to gain from the experience?
6. **Previous experience.** Describe any previous lesson study training or experience of group members. (Previous lesson study training and experience is *not* required of applicants.)

DUE DATES AND SUBMISSION

Grant narratives are due as a single PDF file by noon the Monday after Spring semester grades are due. To submit your application, enroll in the following Canvas course: <https://uwlac.instructure.com/enroll/A8FD3K>

REVIEW PROCESS

Applications will be reviewed by a committee composed of the CATL Teaching & Learning Specialist, the CATL Director, and the CATL Inclusive Teaching Specialist.

The following criteria will be used:

1. Has the CITI Online Training Course been completed?
2. Are learning goals/problems explained in sufficient detail?
3. Is the lesson study integrated into the course curriculum?
4. Has a rationale been provided that suggests potential for impact?
5. Is there interest in lesson study as a means of professional development?
6. Is the application narrative clear and complete?

Preference will be given to applicants who have not been previously awarded a CATL lesson study grant and to projects that have the greatest potential for impact.

The Office of Research and Sponsored Programs will notify applicants of their funding status.

EXPECATIONS AND REPORTING REQUIREMENTS

Funded grant projects will be showcased in CATL resources and events.

Grant recipients are expected to

1. Arrange a meeting with the CATL Teaching & Learning Specialist or attend a lesson study orientation workshop before beginning grant work.
2. Engage in lesson study activities during the summer, fall, and spring of the funding year.
3. Share the results of their lesson study at the UWL Annual Conference on Teaching and Learning.
4. Submit by June 1st a final lesson study report to grants@uwlax.edu using the following guidelines: <https://www.uwlax.edu/grants/grants-final-report-form/>. (Note: These guidelines can be used to plan grant activities.)

PART I: BACKGROUND

- **Title:** Descriptive title of your lesson study
- **Authors:** Names and institutional affiliations of each person on your team
- **Contact:** Name and email address of a person who may be contacted
- **Discipline(s):** List all that apply.
- **Submission Date:** The date you completed your final lesson study.
- **Course Name:** Give the course title not its catalog number (e.g. "College Writing" not ENG 110).

- **Course Description:** Briefly describe the course, its place in the curriculum, and where the lesson fits into the course. If relevant, include pertinent facts such as course level, class size, student population, length of lesson, and learning environment.
- **Abstract:** Provide an overview of your learning goals, lesson plan, and major findings. 150- 200 words.

PART II: THE LESSON

- **Learning Goals:** List your student learning goals. Include any broad developmental and disciplinary goals as well as lesson-specific goals. Write goals in terms of the knowledge and qualities students should exhibit as a result of the lesson. In addition, comment on how the lesson is designed to promote achievement of your goals.
- **Lesson Plan:** Describe the steps of the lesson, providing enough detail for other teachers to use it in their classes. Include any pre- or post-lesson work, the specific wording of prompts, time required for each task, and explanations of any distributed materials.

PART III: THE STUDY

- **Approach:** Describe your plan for conducting observations and the types of evidence you collected.
- **Findings/Discussion:** Present major patterns and tendencies, key observations, or representative examples in the evidence you collected. Discuss what your study suggests about student learning, including any misconceptions, difficulties, confusion, insights, surprising ideas, etc. Recommend revisions to the lesson.
- **References:** List any sources you consulted or cited in your lesson study.

APPENDIX

- **Lesson Materials:** Include materials used to teach the lesson including student handouts, instructor's notes, etc. Please label and annotate each item.
- **Study Materials:** Include observation guidelines as well as any evidence or data not in the body of your final lesson study (e.g. observer notes, examples of student work, results of data analysis, etc.).
- **Dissemination:** Describe any other plans to present and/or publish your project. If relevant, include a copy of, links to, or citations of any papers, posters, presentations, or publications that resulted from your lesson study.

CONTACT

Questions, if any, can be directed to the CATL Teaching & Learning Specialist, Bryan Kopp: 785-6936, bkopp@uwlax.edu.