

Design principles, teacher roles and checklist for effective research lesson design (version 7)

1. Providing efficient classroom management supportive of learning: teacher as instructional manager

1.1 The learning design supports well-organised learning.

1.1.1 The learning design shows clearly recognizable components in the way learning is organised.

1.2 The learning design ensures the orderly progression of learning.

1.2.1 Classroom management measures are aligned with the learning sequence and the physical layout of the required learning environment so that moving around in the classroom is expected to work out smoothly.

1.2.2 Classroom management measures are planned so that disruptions will be avoided.

1.2.3 Classroom management measures are planned in agreement with familiar routines, codes of behaviour, and rules so that a favourable learning environment can be established.

1.3 The learning design uses learning time efficiently.

1.3.1 The learning design avoids loss of time during the lesson.

1.3.2 The learning design avoids 'dead' moments.

1.3.3 The learning design avoids situations when learners might be left waiting.

1.4 The learning design ensures efficient classroom management.

1.4.1 The learning design aligns lesson materials with learning goals.

1.4.2 The learning design assures that lesson materials are ready to use.

1.4.3. The learning design assures that lesson materials are appropriate for the level and experience of the learners.

2. Creating a safe and stimulating learning climate: teacher as a caring and moral person

2.1 The learning design ensures a relaxed atmosphere.

2.1.1 The learning design and materials address the learners in a positive way.

2.1.2 The learning design and materials encourage and stimulate a positive classroom atmosphere and humour.

2.1.3 The learning design and materials allow learners to take risks and to make mistakes.

2.2 The learning design and materials promote mutual respect.

2.2.1 The learning design and materials encourage learners to listen to one another.

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2.2.2 The learning design and materials prevent situations where learners are being laughed at.

2.2.3 The learning design and materials take (cultural) differences and idiosyncrasies into account.

2.3 The learning design supports the learners' self-confidence.

2.3.1 The learning design and materials promote timely feedback on questions and answers.

2.3.2 The learning design and materials promote opportunities for the learners to demonstrate what they are able to take on.

2.4 The learning design and materials promote respect in behaviour and communication.

2.4.1 The learning design and materials encourage learners to speak about their learning.

2.4.2 The learning design and materials encourage teachers to listen to what learners have to say about their learning.

2.4.3 The learning design and materials discourage stereotyping.

2.5 The learning design and materials ensure cohesion (team spirit).

2.5.1 The learning design and materials encourage the inclusion of the learners' ideas and contributions in the learning process.

2.5.2 The learning design and materials encourage solidarity between the learners.

2.5.2 The learning design and materials ensure that learning is experienced individually and as group events.

2.6 The learning design and materials stimulate learner independence.

2.6.1 The learning design and materials allow learners to work independently on assignments or to take up individually selected tasks after completing assignments.

2.6.2 The learning design and materials allow learners to work with self-checking materials.

2.6.3 The learning design and materials have learners working on daily and longer term tasks.

2.7 The learning design and materials promote cooperation between learners.

2.7.1 The learning design and materials provide opportunities for learners to help one another.

2.7.2 The learning design and materials provide opportunities for collaborative learning.

2.7.3 The learning design and materials give learners the opportunity to play together.

2.7.4 The learning design and materials give learners the opportunity to carry out assignments together.

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3. Giving clear and structured instruction aligned with learning goals and scales to track student progress: teacher as designer of learning

3.1 The learning design is complete and clear about learning objectives.

3.1.1 The learning design and materials take account of all necessary objectives to reach the intended goal.

3.1.2 The learning design and materials make the learners familiar with the intended learning.

3.1.3 The learning design clarifies how the learners will learn from materials or activities.

3.2 The learning design includes measures of evaluation whether the objectives have been achieved at the end of the lesson.

3.2.1 The learning design includes materials to verify and/or evaluate whether the aims of the lesson(s) have been achieved.

3.2.2 The learning design includes materials or activities to provide feedback to the learners about their learning.

3.3 Clear instructions and explanations for activities and materials are provided.

3.3.1 The planned activities and materials activate the learners' prior knowledge.

3.3.2 The learning design and materials promote explanations in sequential stages of learning.

3.3.3 The language used in instructions, explanations and materials is comprehensible for the learners.

3.3.4 The learning design includes summaries of learning events and content from time to time.

3.4 The learning design includes clear explanations of how the learning materials and the assignments relate to self-direction.

3.4.1 The learning design ensures that all learners know what they have to do, especially when learning independently.

3.4.2 The learning design clearly indicates the materials that can be used as learning aids.

3.5 The learning design includes self-checks including feedback to learners.

3.5.1 The learning design includes materials and opportunities for the learners to check if they have reached the learning goals.

3.5.2 The learning design includes materials and opportunities for the learners to check if they are completing the assignments correctly.

3.5.3 The learning design includes opportunities to record information on the way how learners arrive at their answers.

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3.5.4 The learning design includes opportunities to record information on the social functioning involved in the completion of the tasks (e.g. collaboration of all learners in group work) and to provide feedback about it.

3.6 The learning design involves all learners in the learning process.

3.6.1 The learning design includes activities and materials that stimulate learners into active involvement.

3.6.2 The learning design includes activities and materials that initiate reflection on learning.

3.6.3 The learning design includes activities and materials that ensure that learners listen carefully and keep on working.

3.6.4 The learning design includes activities and materials that allow learners to reflect sufficiently on task.

3.6.5 The learning design includes activities and materials that provide opportunities for learners who do not participate pro-actively.

3.7 The learning design makes use of teaching methods that activate and engage the learners.

3.7.1 The learning design makes use of open conversation and discussion.

3.7.2 The learning design provides graded tasks.

3.7.3 The learning design permits working in groups/corners.

3.7.4 The learning design makes use of modern media to scaffold learning.

4. Providing a variation of learning opportunities adaptive to learner needs: teacher as a facilitator of adaptive learning

4.1 The learning design reflects the relevant differences between learners.

4.1.1 The learning design provides opportunities and materials for learners who need less instruction to commence with their work independently.

4.1.2 The learning design provides opportunities and materials to support small groups or individual learners.

4.1.3 The learning design provides opportunities to support all learners through appropriate scaffolding.

4.1.4 The learning design provides varied assignments and processing reflecting the relevant differences between learners.

4.1.5 The learning design makes a distinction in the scope of the assignments between individual learners.

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4.1.6 The learning design sets time limits to complete assignments or tasks aligned with learner readiness.

4.1.7 The learning design allows the use of auxiliary materials aligned with learner needs.

4.1.8 The learning design provides opportunities for practice and in depth learning of new knowledge.

5. Creating opportunities to develop learning strategies, thinking skills and learner autonomy: teacher as a learning consultant

5.1 The learning design ensures that the teaching materials are orientated towards transfer.

5.1.1 The learning design promotes the use of solution, search and/or reference strategies.

5.1.2 The learning design promotes the effective use of learning resources.

5.1.3 The learning design promotes the conscious use of what has been learned.

5.1.4 The learning design promotes the conscious use of what has been learned in other (different) areas of learning.

5.2 The learning design stimulates self-direction and the use of self-check activities and materials.

5.2.1 The learning design pays attention to estimatory calculation/anticipatory reading and/or listening/process writing/communication skills/problem solving/ higher level thinking skills.

5.2.2 The learning design includes activities which relate to a real-life context.

5.2.3 The learning design stimulates the use of alternative solutions.

5.3 The learning design provides interactive instruction and activities.

5.3.1 The learning design facilitates mutual interaction between learners.

5.3.2 The learning design ensures interaction between learners and the teacher.

6. Safeguarding the involvement of all learners: teacher as an inclusive person

6.1 The learning design promotes effective, individual involvement by the learners.

6.1.1 The learning design removes barriers to encourage effective and individual involvement of all learners.

6.1.2 The learning design promotes active listening.

6.1.3 The learning design includes measures to encourage all learners to take part in learning.

6.1.4 The learning design encourages learners to work on the assignments in a concentrated, task-focused way.

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This collection of descriptors for effective Lesson Study research lesson design was accumulated from various Lesson Study projects in teacher education, professional development and continuing education (BIFIE, 2014; Biswanger, 2019; Biswanger, Lackenbauer, Müller, & Volek, 2019; Mewald, 2016; Mewald, 2018; Mewald, 2020; Mewald & Mürwald-Scheifinger, 2019) in triangulation with the literature (Booth & Ainscow, 2011; Hattie & Timperley, 2007; van de Grift, 2007).

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