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Lesson Study: A Collaborative Process of Improving Instruction and Facilitating Students' Motivation

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Oral Presentation ES

**LESSON STUDY: A COLLABORATIVE PROCESS OF IMPROVING INSTRUCTION
AND FACILITATING STUDENTS' MOTIVATION**

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Current research studies on student motivation support positive correlation between increased engagement in the classroom and academic success. However, many researchers such as Bednar (2002) note that low motivation and achievement in mathematics is a growing concern. We conducted a *lesson study* to investigate how we can engage students in learning mathematics and what can we do to improve instruction. Our research lessons consisted of six co-planned lessons taught using different teaching techniques. We content analyzed responses from student questionnaires, notes from post-teaching discussions, and narratives from our teacher journals. Our analyses show that non-traditional methods of instruction are more motivating for students and the way we present the material to students have some bearing on students' perceptions of the mathematics being taught. Finally, lesson study is a powerful collaborative process of learning how to teach and improving a lesson, unit, subject matter, and students' motivation to learn.