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

Danielle Wall  
*Illinois Wesleyan University*

Ben Dombroski  
*Illinois Wesleyan University*

Leah Nillas, Faculty Advisor  
*Illinois Wesleyan University*

Follow this and additional works at: [https://digitalcommons.iwu.edu/jwprc](https://digitalcommons.iwu.edu/jwprc)

Part of the Education Commons

Wall, Danielle; Dombroski, Ben; and Nillas, Faculty Advisor, Leah, "Lesson Study: A Collaborative Process of Improving Instruction and Facilitating Students' Motivation" (2011). *John Wesley Powell Student Research Conference*. 33.  
[https://digitalcommons.iwu.edu/jwprc/2011/ESposters/33](https://digitalcommons.iwu.edu/jwprc/2011/ESposters/33)

This Event is protected by copyright and/or related rights. It has been brought to you by Digital Commons @ IWU with permission from the rights-holder(s). You are free to use this material in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself. This material has been accepted for inclusion by faculty at Illinois Wesleyan University. For more information, please contact digitalcommons@iwu.edu.  
©Copyright is owned by the author of this document.
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 we can 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.