The Impact of Lesson Study on Faculty Development in Post-Secondary Education
Schmies HA: University of Wisconsin – Stevens Point, Stevens Point, WI, Capella University, Minneapolis, MN.

Context: The collaborative practice of lesson study emerged in Japan as a method for educators to continually improve teaching and enrich the experience provided to the students. Since the introduction of lesson study to the United States in 1999, it has shown to have effectiveness in the K-12 settings but little research has been done on the utilization of lesson study in post-secondary setting. Objective: Utilizing a case study design, this study explored the use of lesson study as an effective tool in the faculty development practices of higher education faculty including faculty and clinical instructors within an ATEP. Background: The need for exploration of effective faculty development practices is necessary in higher education since it is common practice for faculty to be hired based on expertise in the content matter or research experience rather than teaching experience. Although individuals may be skilled in the subject matter, it does not necessarily mean the information will be effectively transferred to the classroom or clinical setting. Thus, lesson study was explored as a possible tool to enhance faculty development through an active, collaborative process. Description: Qualitative data from individual surveys and focus group interviews revealed that lesson study is an effective tool for faculty development. The subjects cited the collaborative nature and active participation as the characteristics which support the use of lesson study for faculty development over other developmental practices they had participated in. In addition, the student-centered approach and definitive outcomes also enhance the process. Clinical Advantages: The collaborative nature of lesson study can be an effective way to involve multiple people in enhancing the teaching and learning process in the ATEP. It can incorporate discussion and ideas from ATEP faculty, academic staff, clinical preceptors, students. The final report of lesson study also gives the staff tangible ideas and lessons to use in the classroom or clinical setting. Conclusions: Lesson study can be an effective means to help those who are knowledgeable in a certain subject matter become more experienced in pedagogy and teaching practices to enhance learning within the ATEP. It is an effective means of faculty development because it encourages collaboration, active participation, discussion, reflection, and implementation of a new idea. Key Words: Lesson study, faculty development, collaboration, teaching and learning, higher education. (Word count: 375)