What Graduate Students (and the Rest of Us) Can Learn from Lesson Study

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Abstract

We will present experiences from a lesson on related rates that we (three graduate students and an experienced faculty member) developed and taught to two freshman calculus courses. After each lesson, we held a debriefing session with a small group of students. This enabled us to explore a student perception of the lesson, evaluate the lesson’s effectiveness, and to engage in an exchange of ideas about teaching and learning among faculty, graduate students, and undergraduate students in a non-evaluative setting. Focusing on a single lesson allowed us to explore teaching and learning issues in depth and realize the connections of related rates to the rest of the curriculum.

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