

# Lesson Study for Moral Education in Middle School History: Teacher and Student Outcomes

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# Presentation Outline

- Issues and Findings from Monthly Meetings
- Classroom/Instructional Outcomes
- Student Outcomes
- Teacher Outcomes



# ISSUES & FINDINGS FROM MONTHLY MEETINGS

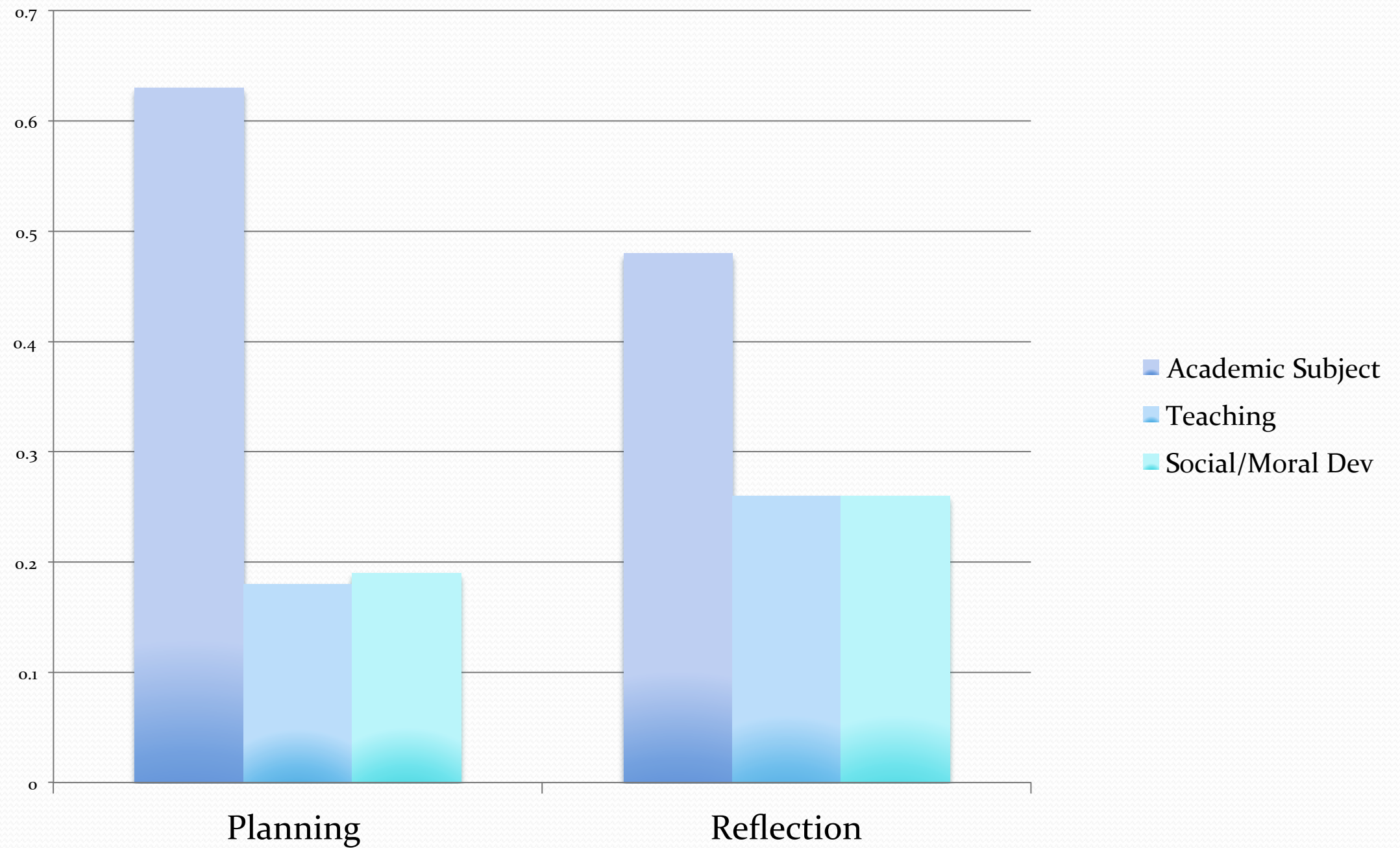
# Research Lesson Topics

	Exploratory Lessons	Research Lesson 1	Research Lesson 2
Grade	Topic	Topic	Topic
6	Finders Keepers/ Treasure Hunters (M/P)	<b>Israeli/Palestinian Conflict (M)</b>	<b>Intermarriage/ Alexander the Great (SC/ P/M)</b>
7	Hijab/ French School Policy (SC/M)	<b>Bushido/ Keeping Promises (M/SC)</b>	<b>Aztec Sacrifice/ Death Penalty (SC/M)</b>
8	Industrial Revolution/ Child Labor Laws (SC/M)	<b>Cherokee Civilization/ Indian Removal Act (SC/M)</b>	<b>Fugitive Slave Law/ Helping Others (SC/M)</b>

# Brief Look: Codebook for Teacher Lesson Planning Sessions

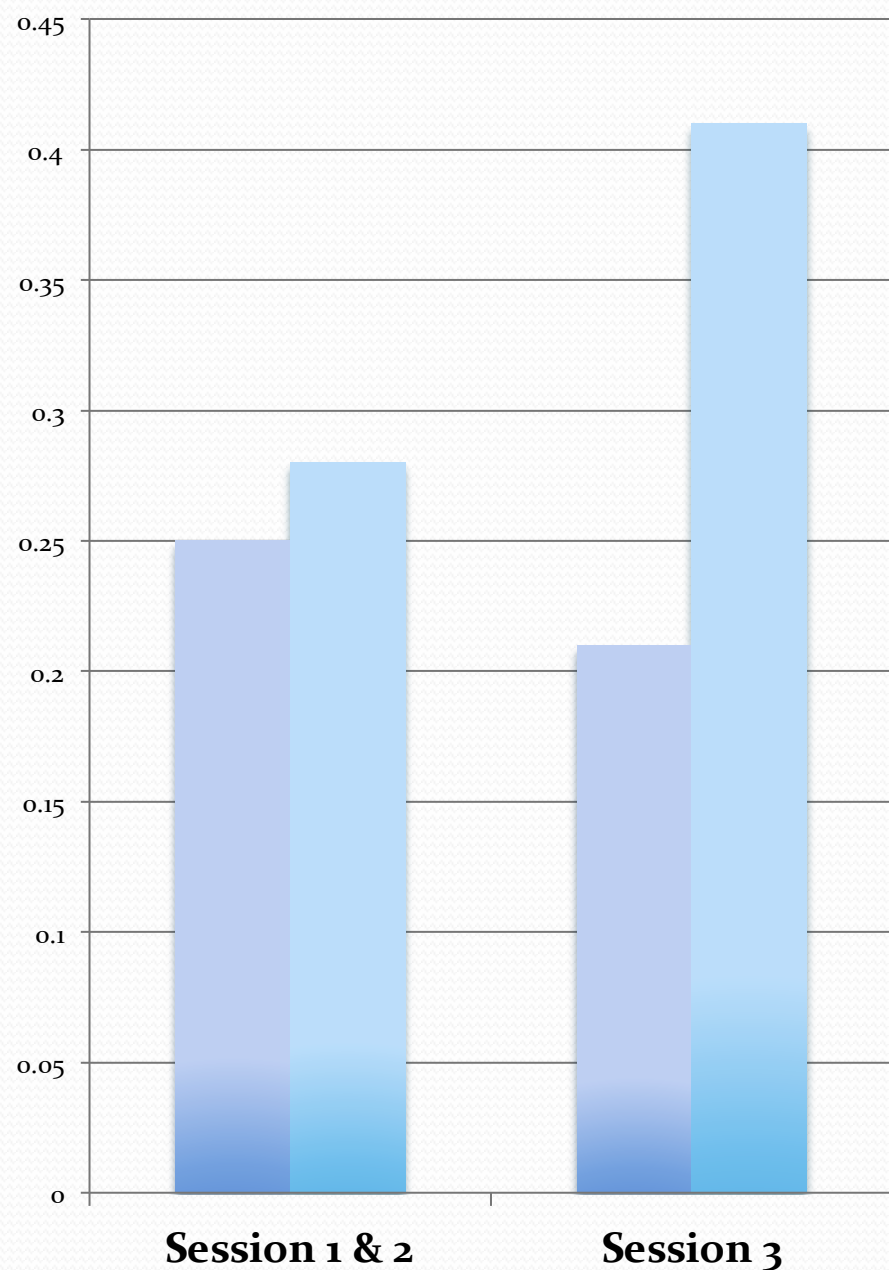
Blocking Codes: →	Task	Teaching	Socio-moral development	Academic Content
Descriptive Codes: →	Question Clarification Computer Problem Reminder to get on task Feedback Time concern Resource Offering Delegation of Task Redirection to Task	<b>-BELIEFS (NEGATIVE / POSITIVE)</b> <b>-METHODS</b> Scaffolding, Rigor, Ordering <b>-APPROACH</b> or strategy to teach X, Y, Z (grouping) <b>-DISCOURSE PROTOCOL</b> Framing Questions / Sentence Frames / ( structures used for discourse) <b>-CONTROVERSY / CONSENSUS</b> <b>-MATERIALS</b> (assignments/ worksheets) <b>-DISCOURSE GOALS</b> Reasoning goal Moral goal Community goal Behavioral goal	<b>-SOCIAL DOMAIN THEORY</b> <b>-STRUGGLES WITH THEORY</b> <b>-MORAL ANALYSIS</b> -Moral implications of history free standing analysis without having to know about domain theory <b>-BELIEFS ABOUT STUDENTS</b> <b>-STUDENT CAPACITY /</b> Appropriateness of material (Based on maturity / age, what is it possible for them to learn? Limitation or possibility)- Ability-- they don't understand X. / Development <b>-STUDENT ENGAGEMENT</b> <b>-STUDENT PERSPECTIVES</b> - Student approach / (how students will approach a situation / question, this encompasses expectations of how students will approach <b>-INTEGRATION</b> -Identification of connection between academic and SDT (looking at content and pointing out domains)	-Researching history facts -Past experience w/content -Academic terminology -Question re: historical facts -Unit plans / sequencing -Switch in perspective -Creating historical scenario -Choosing lesson topic -Recalling / debating historical facts -Analysis of History -Informational Assumptions (M, C, P) - Lesson study process

# Distribution of Time in Planning and Reflection Sessions



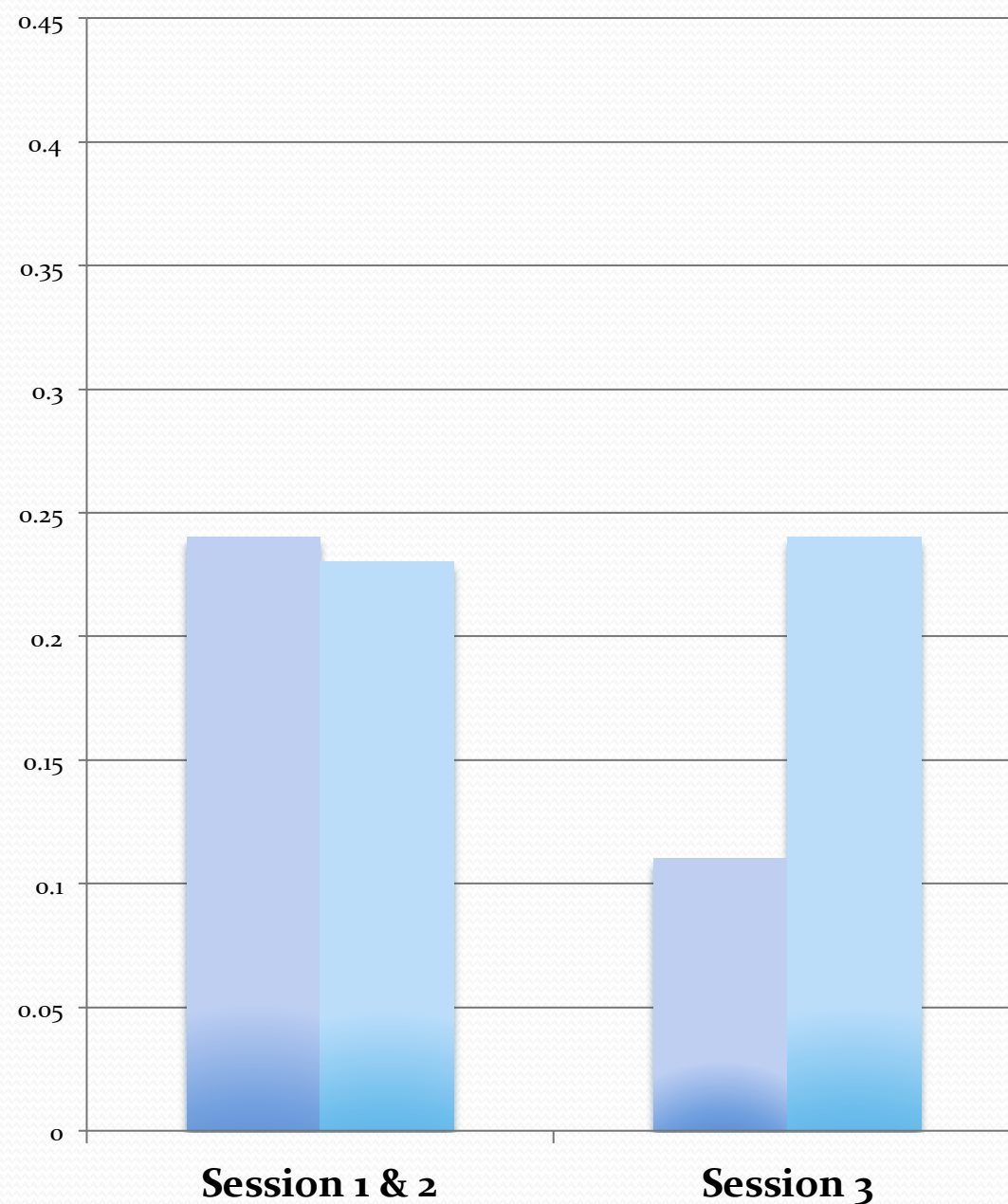
# Teaching Discussion Planning Categories in Proportions

Research Lesson 1



*6<sup>th</sup> Grade RL1: Israeli—Palestinian Conflicts*  
*7<sup>th</sup> Grade RL1: Bushido/Keeping Promises*  
*8<sup>th</sup> Grade RL1: Cherokee Civilization/Indian Removal Act*

Research Lesson 2

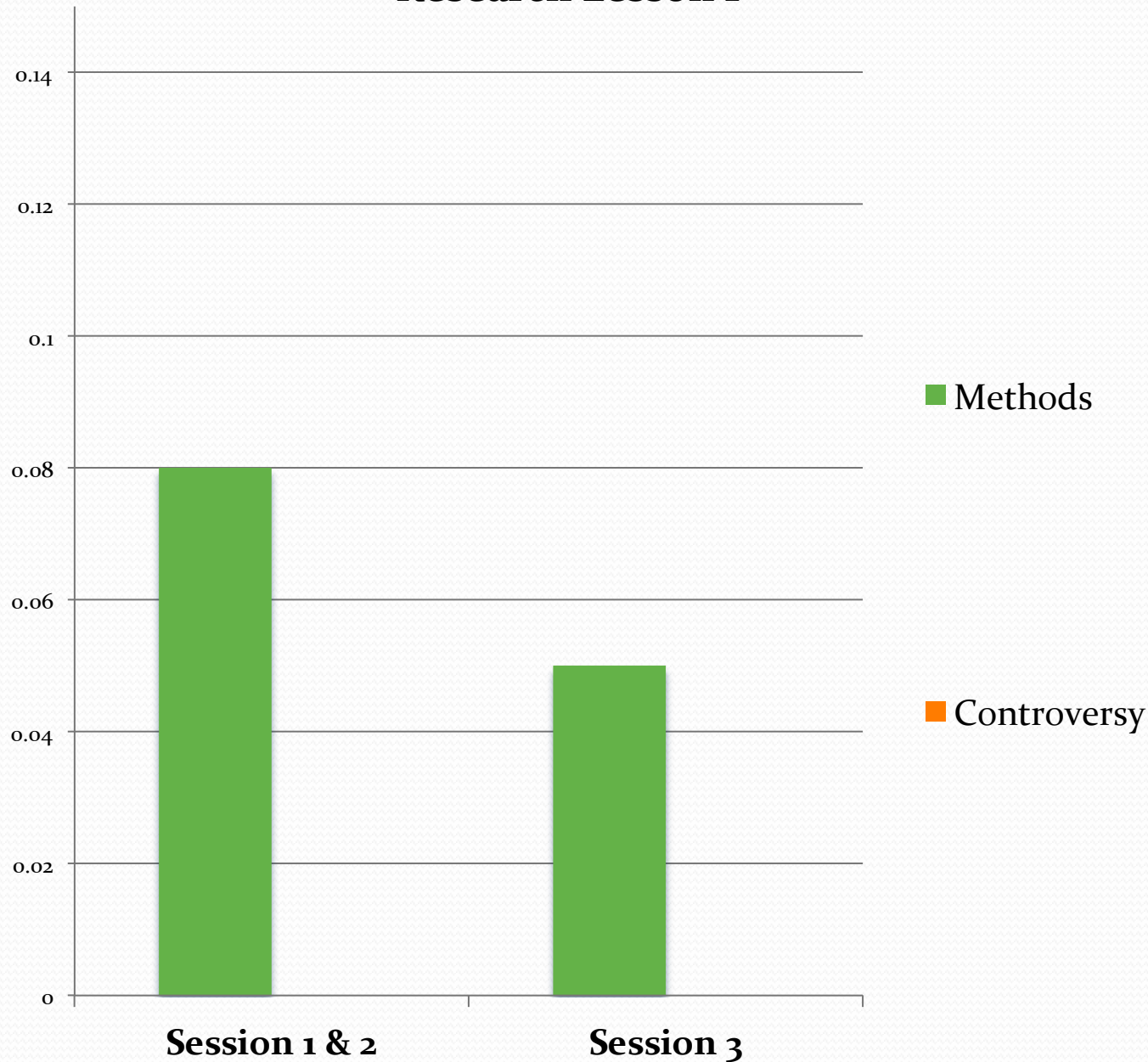


*6<sup>th</sup> Grade RL2: Intermarriage/Alexander the Great*  
*7<sup>th</sup> Grade RL2: Aztec Sacrifice/Death Penalty*  
*8<sup>th</sup> Grade RL2: Fugitive Slave Law/Helping Others*



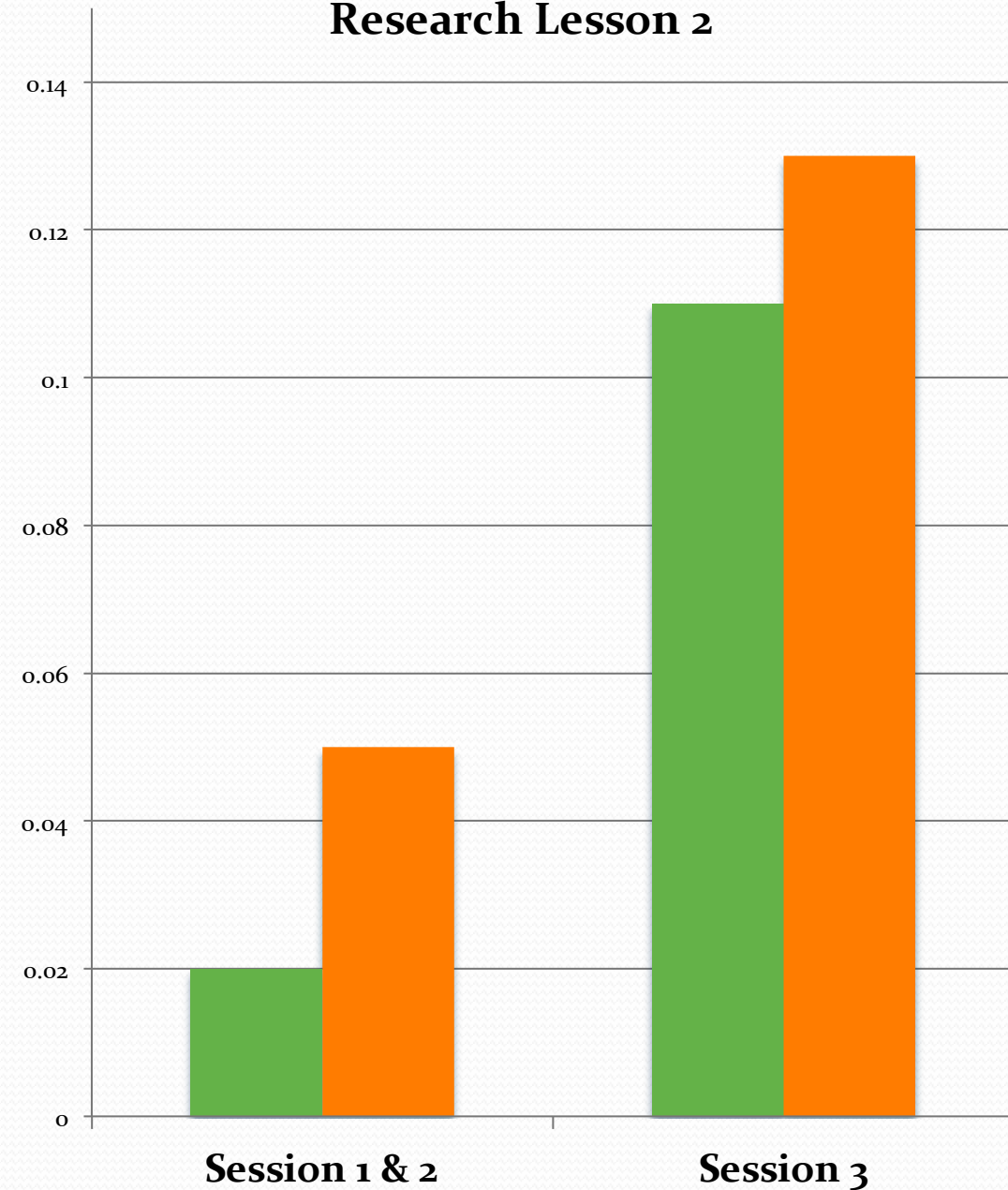
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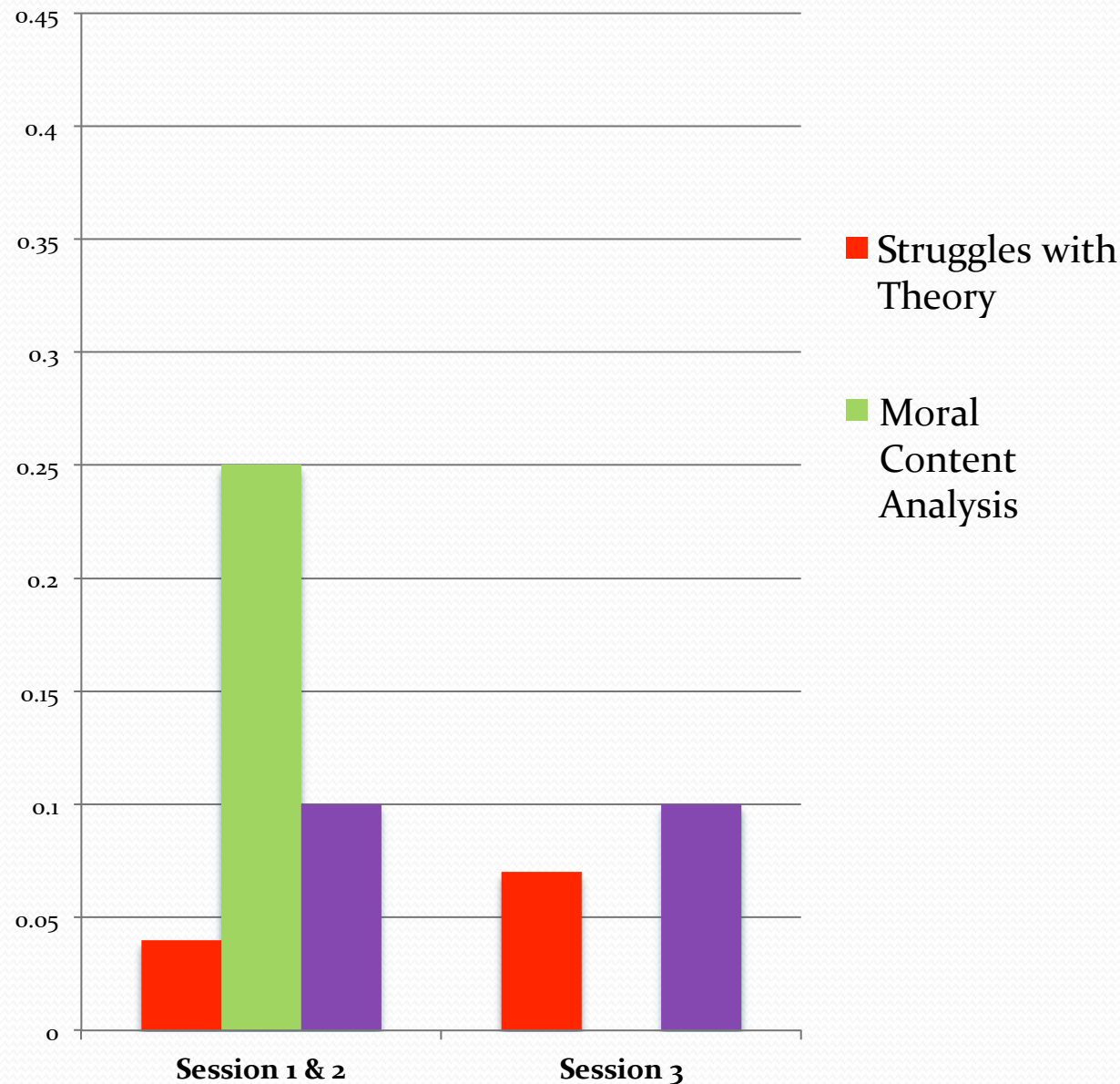


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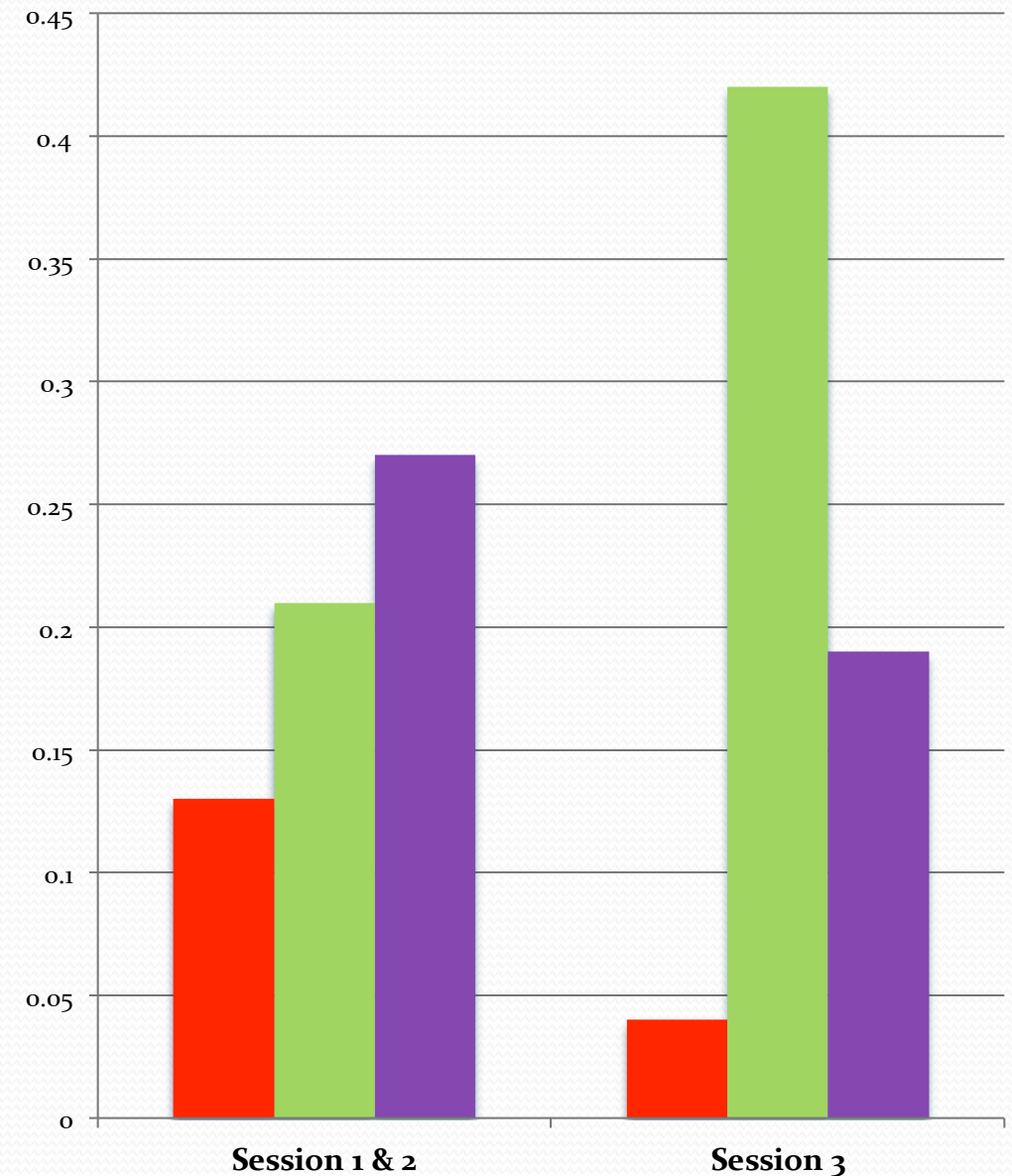
# Moral & Social Development Discussion Categories in Proportions Grades 6 & 7

Research Lesson 1



6<sup>th</sup> Grade RL1: Israeli—Palestinian Conflicts  
7<sup>th</sup> Grade RL1: Bushido/Keeping Promises

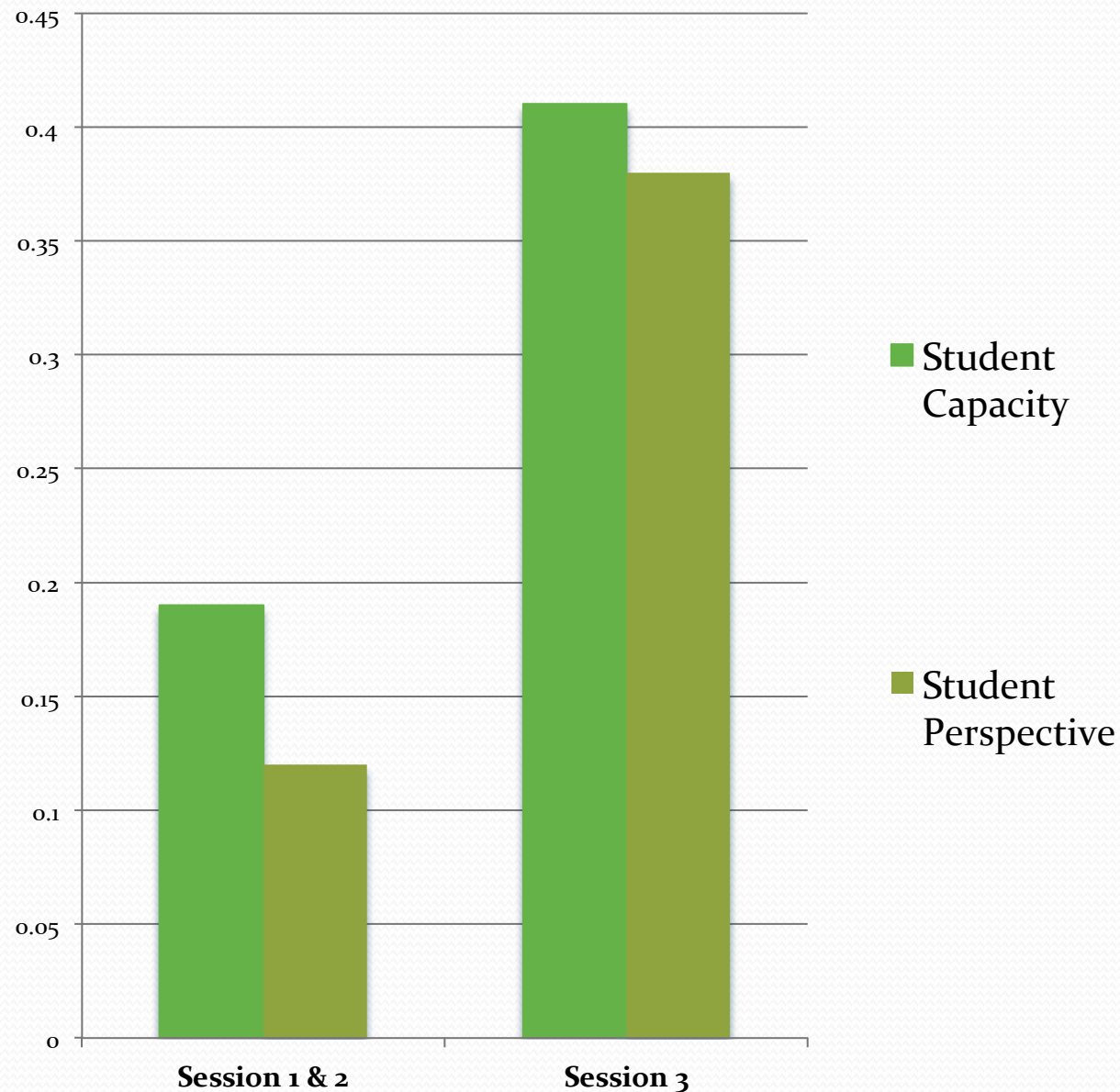
Research Lesson 2



6<sup>th</sup> Grade RL2: Intermarriage/Alexander the Great  
7<sup>th</sup> Grade RL2: Aztec Sacrifice/Death Penalty

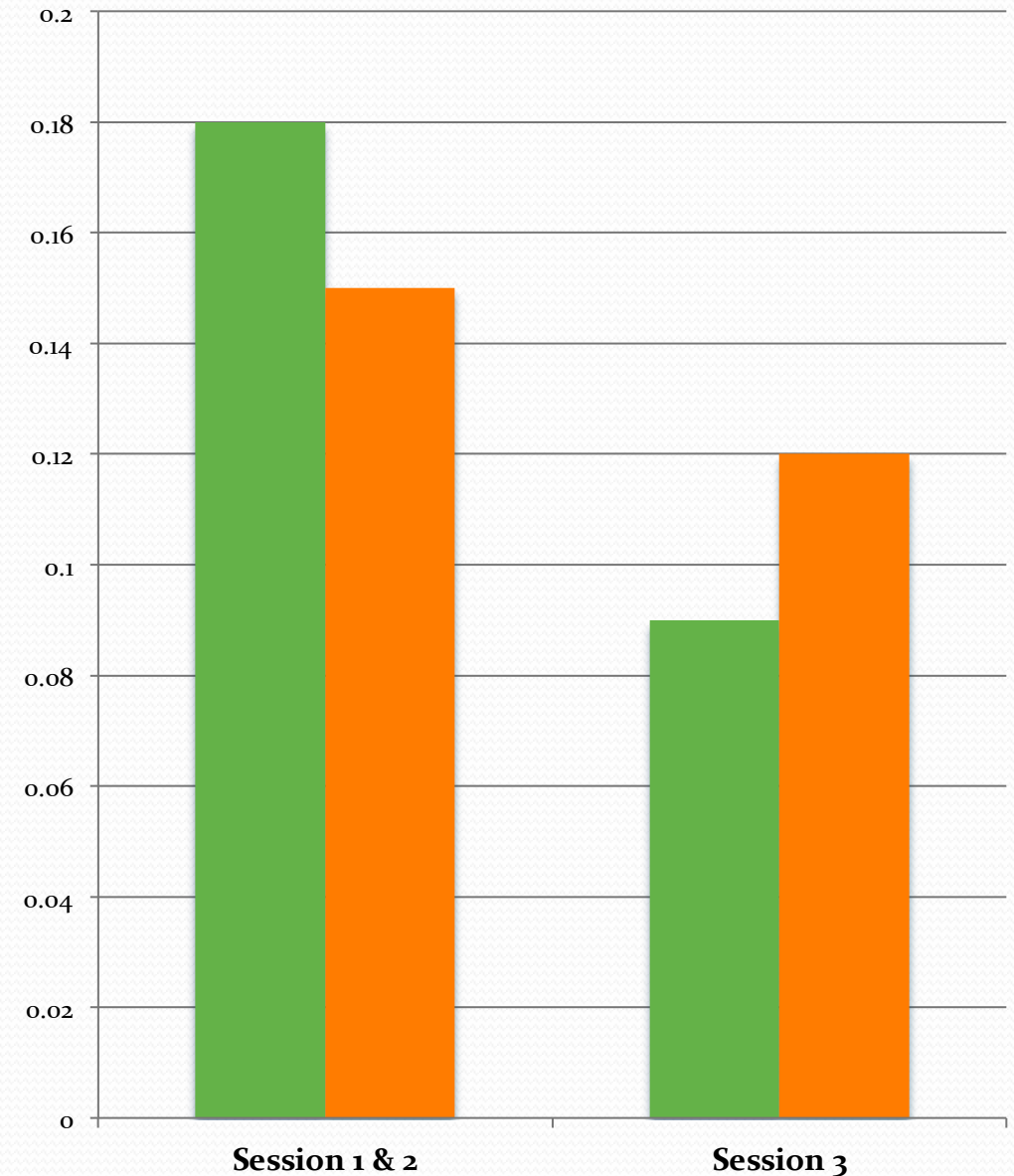
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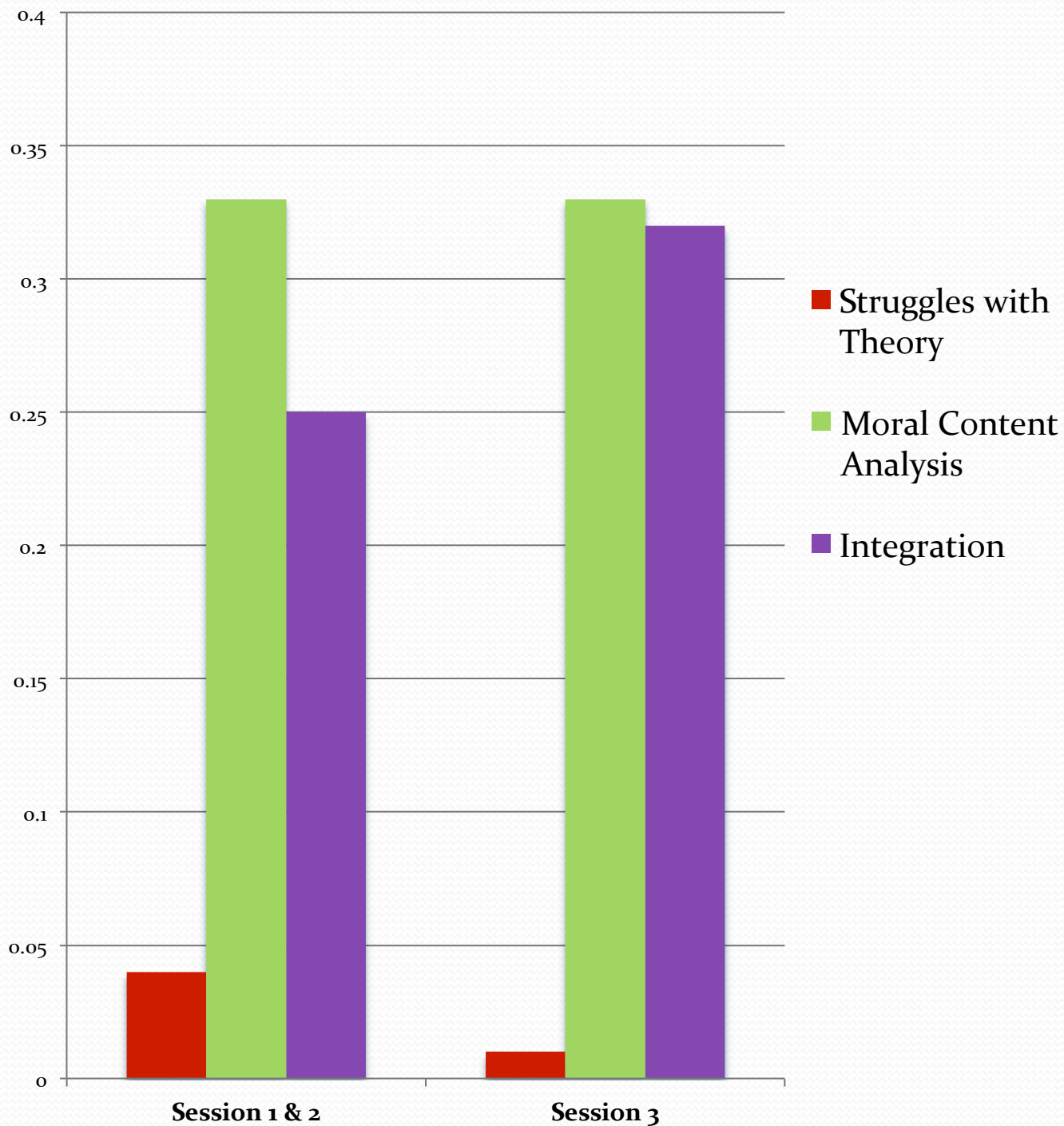
Research Lesson 2



*6<sup>th</sup> Grade RL2: Intermarriage/Alexander the Great*  
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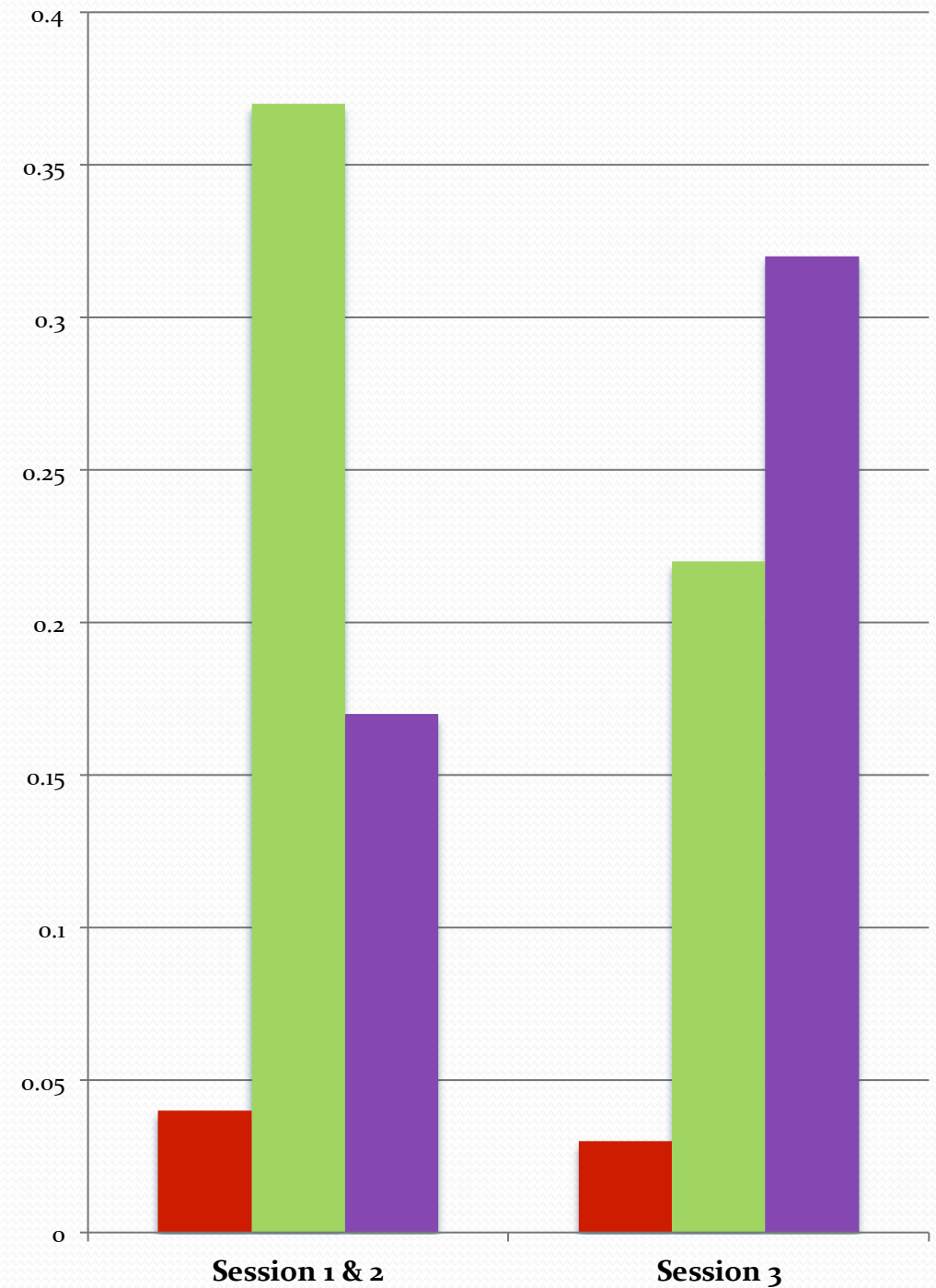
# Moral & Social Development Discussion Categories in Proportions Grade 8

Research Lesson 1



8<sup>th</sup> Grade RL1: Cherokee Civilization/Indian Removal Act

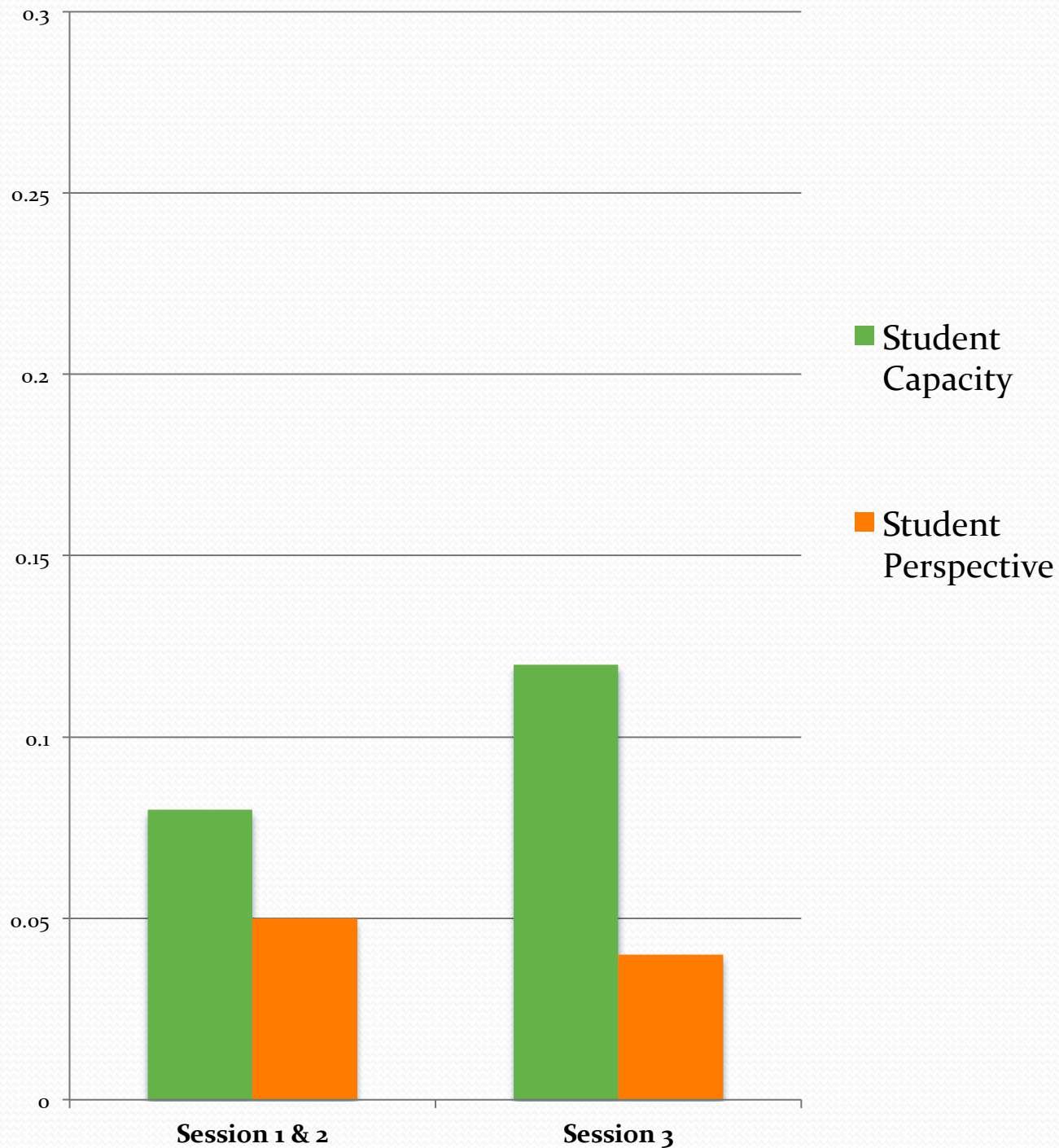
Research Lesson 2



8<sup>th</sup> Grade RL2: Fugitive Slave Law/Helping Others

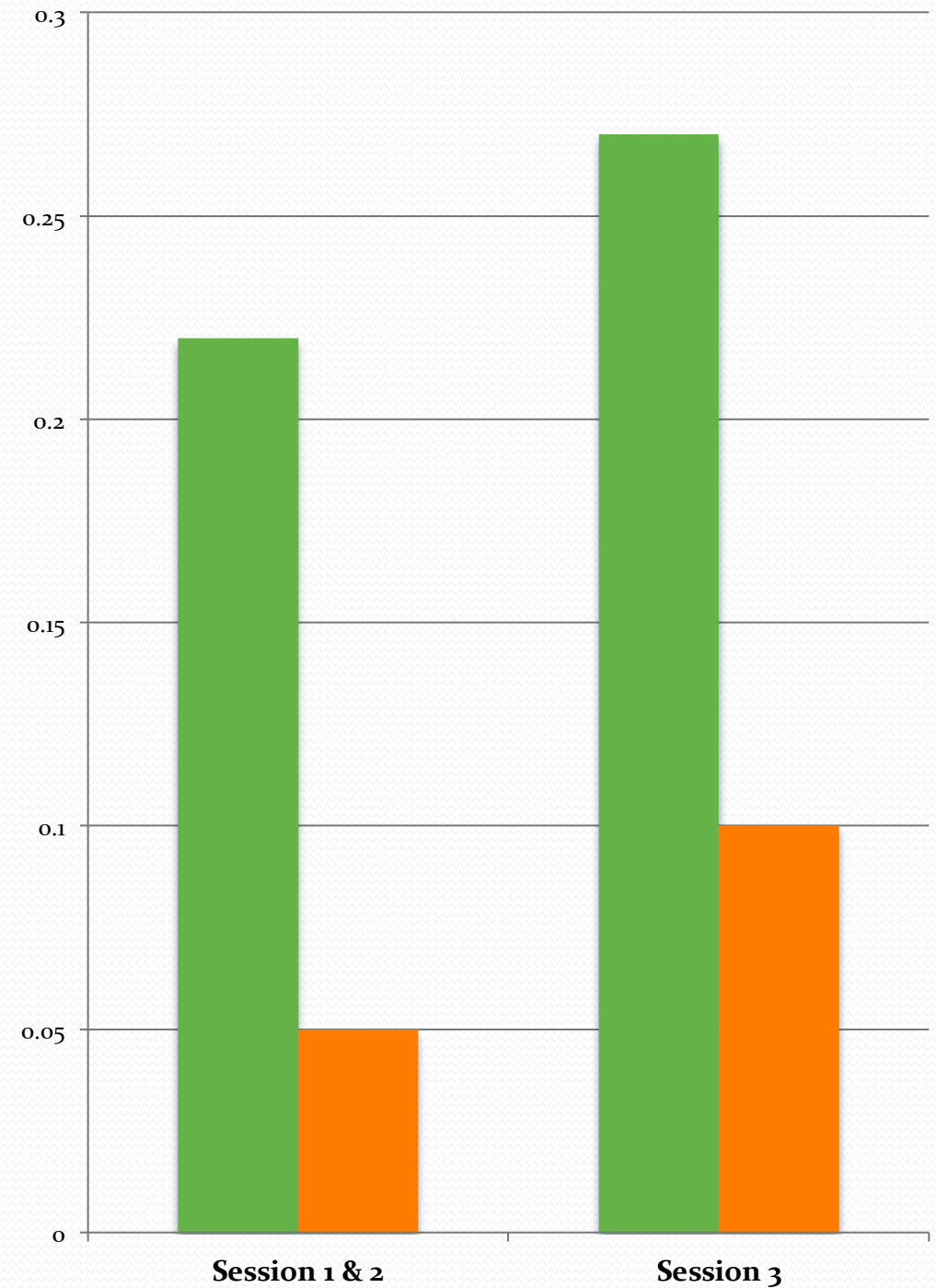
# *Moral & Social Development Discussion Categories in Proportions Grade 8*

Research Lesson 1



*8<sup>th</sup> Grade RL1: Cherokee Civilization/Indian Removal Act*

Research Lesson 2



*8<sup>th</sup> Grade RL2: Fugitive Slave Law/Helping Others*



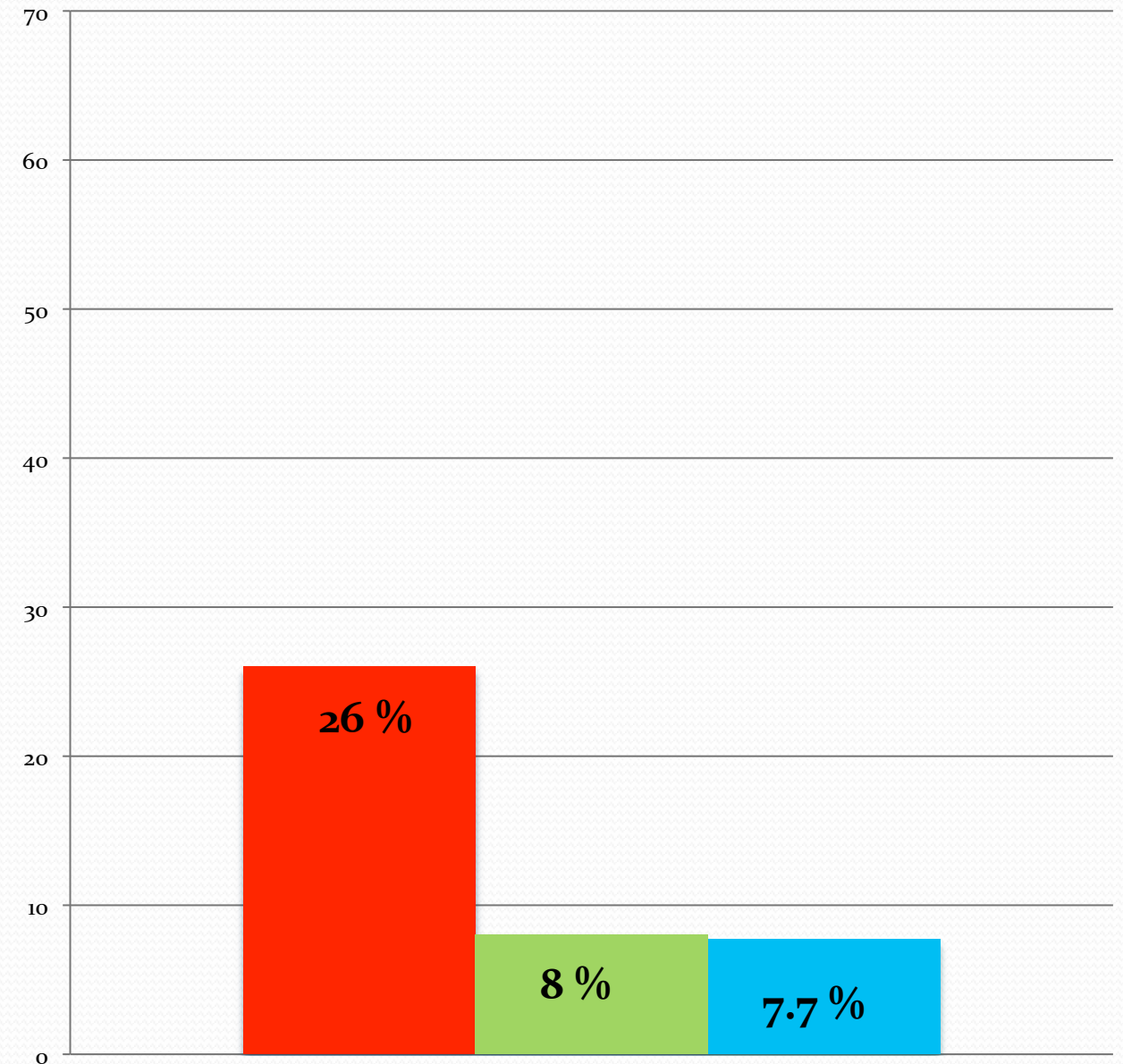
# Classroom/Instructional Outcomes

# Class Time Spent in Whole Class and Didactic Instruction

Whole Class Instruction



Didactic Instruction



Control  
Study 1



Participating  
Study 1



Lesson  
Study

**Transactive Discourse:** Analysis of “transacts,” statements that respond to and act on the statements of others.

**Speech Act Codes** (Berkowitz & Gibbs, modified with Sionti, Ai, & colleagues).

**Elicitation:** eliciting information (asking a question/ prompting) without representing or operating on the available information. E.G., What do you mean? I don't understand.

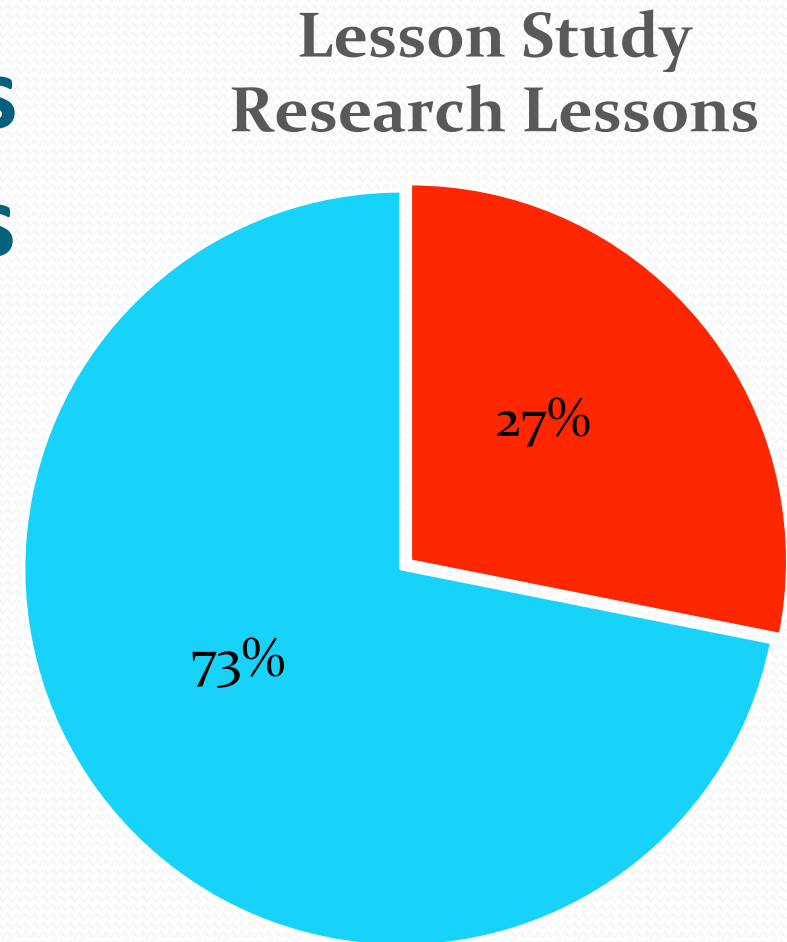
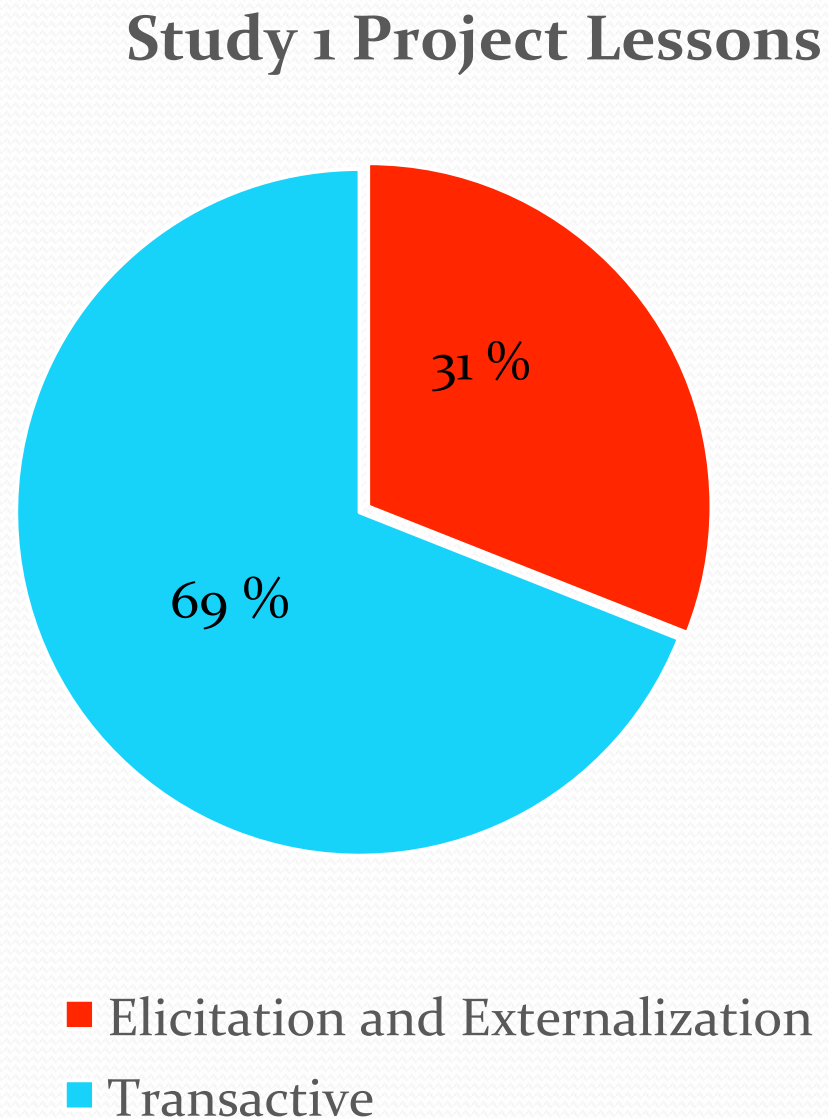
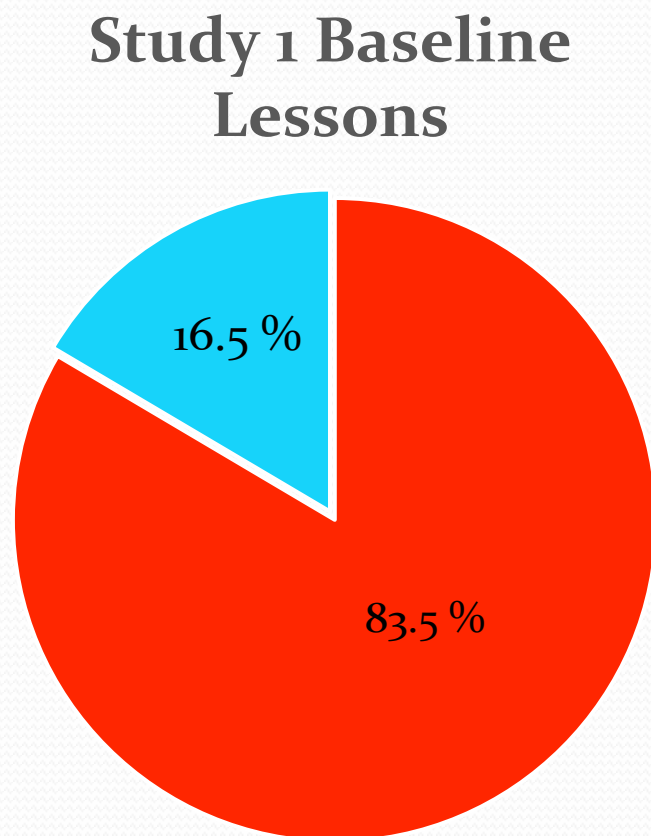
**Externalization** (Ai): statement that offers an opinion, position, or stance without transacting with another individual's statement.

**Representational:** Represents or re-presents the reasoning of others, elicits others reasoning.

**Operational:** Operates on the representation of another individual's reasoning.

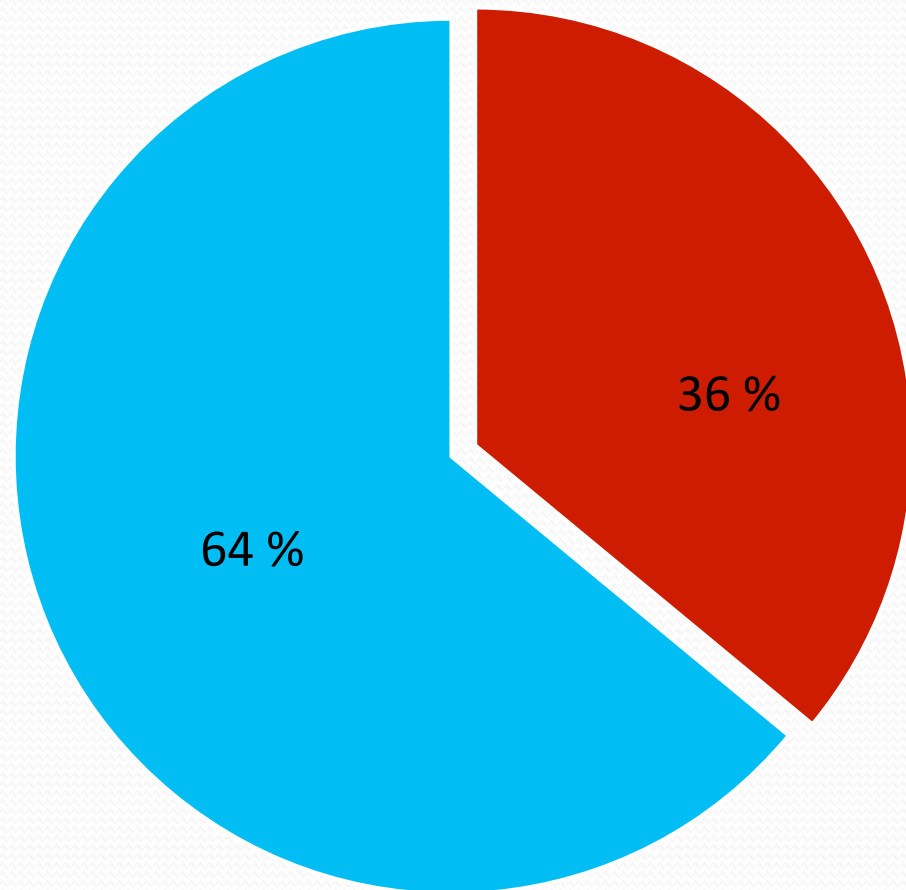


# Speech Acts: Study 1 Baseline and Project Lessons Compared to Lesson Study 2 Lessons

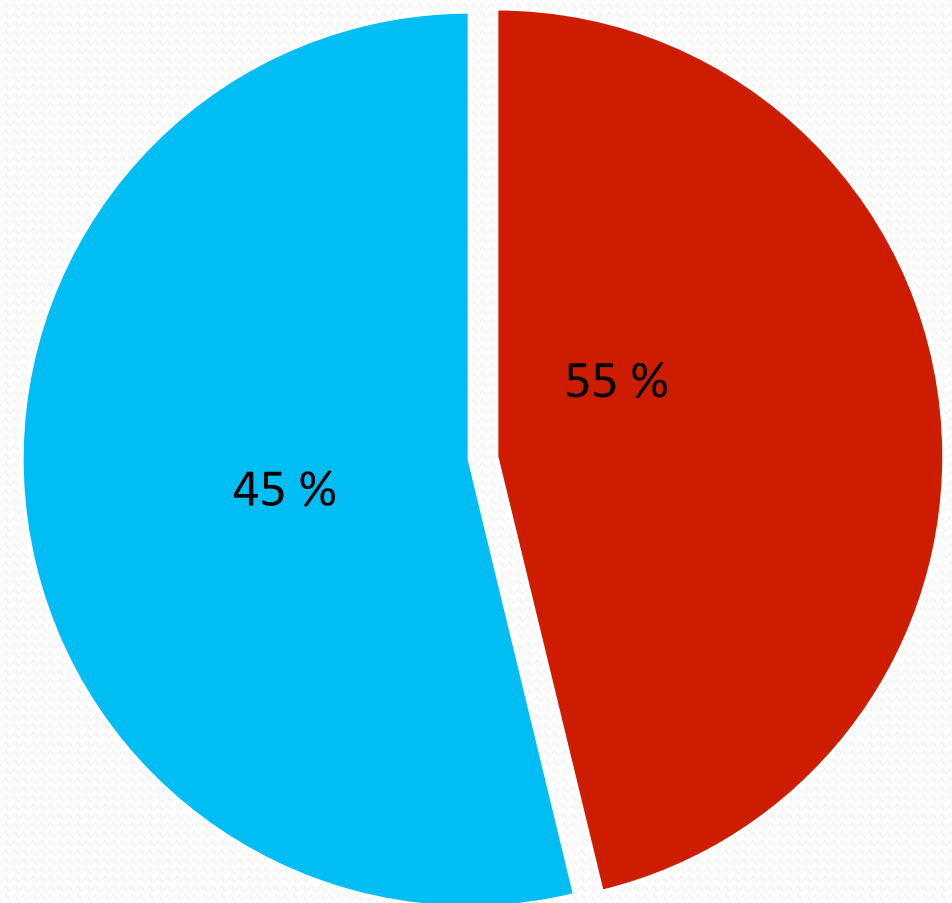


# Study 1 vs. Lesson Study Research Lessons: Representational vs. Operational Transacts

**Study 1**



**Lesson Study**

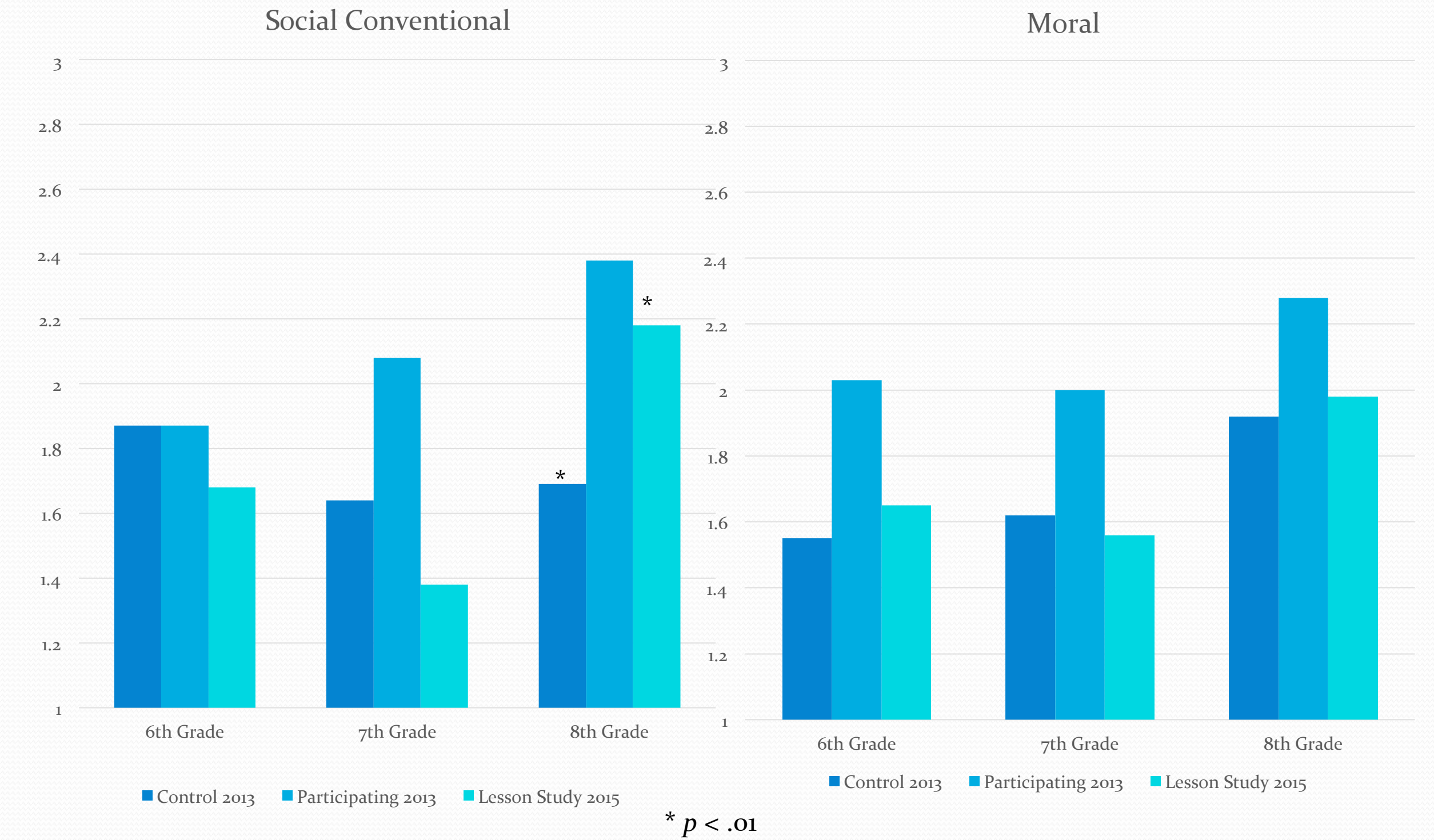


■ Representational    ■ Operational



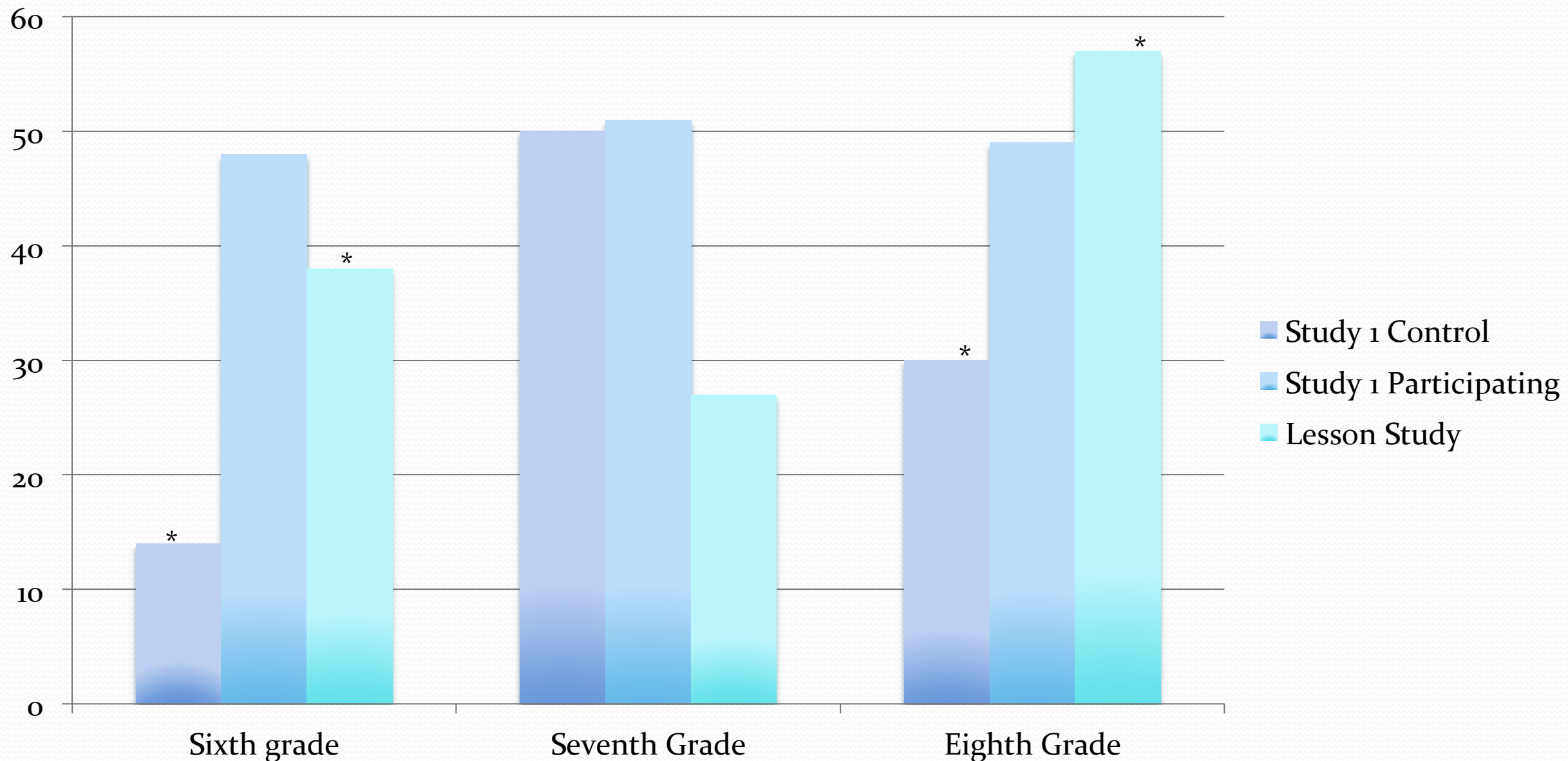
# Students

# Student Reasoning Assessment Results: Study 1 Control and Experimental Compared with Lesson Study




## Student Reasoning Outcomes:

### Proportions of Students Exhibiting Type 2 Domain Coordination (Study 1 Control, Study 1 Participating, Lesson Study)



\*  $p < .05$



# Back to Teachers



# Teacher Sense of Efficacy

TEACHER SELF-EFFICACY - beliefs about their effectiveness and capacity to impact students' moral growth.

- 20 items Adapted from Milson, 2003; Nucci et al., 2006
- Compare teachers who completed both Research Lessons with Control Teachers – participated in Exploratory lesson only.
- Participating teachers had higher self-efficacy for teaching morality than controls
- Control  $M = 75.6$ ,  $SD = 9.21$ ;  
Participating  $M = 81.56$ ,  $SD = 3.17$
- T value is 1.806,  $p < .05$  one tailed





# Teacher Beliefs About Effective Teaching

## CONTROL TEACHERS AGREED WITH:

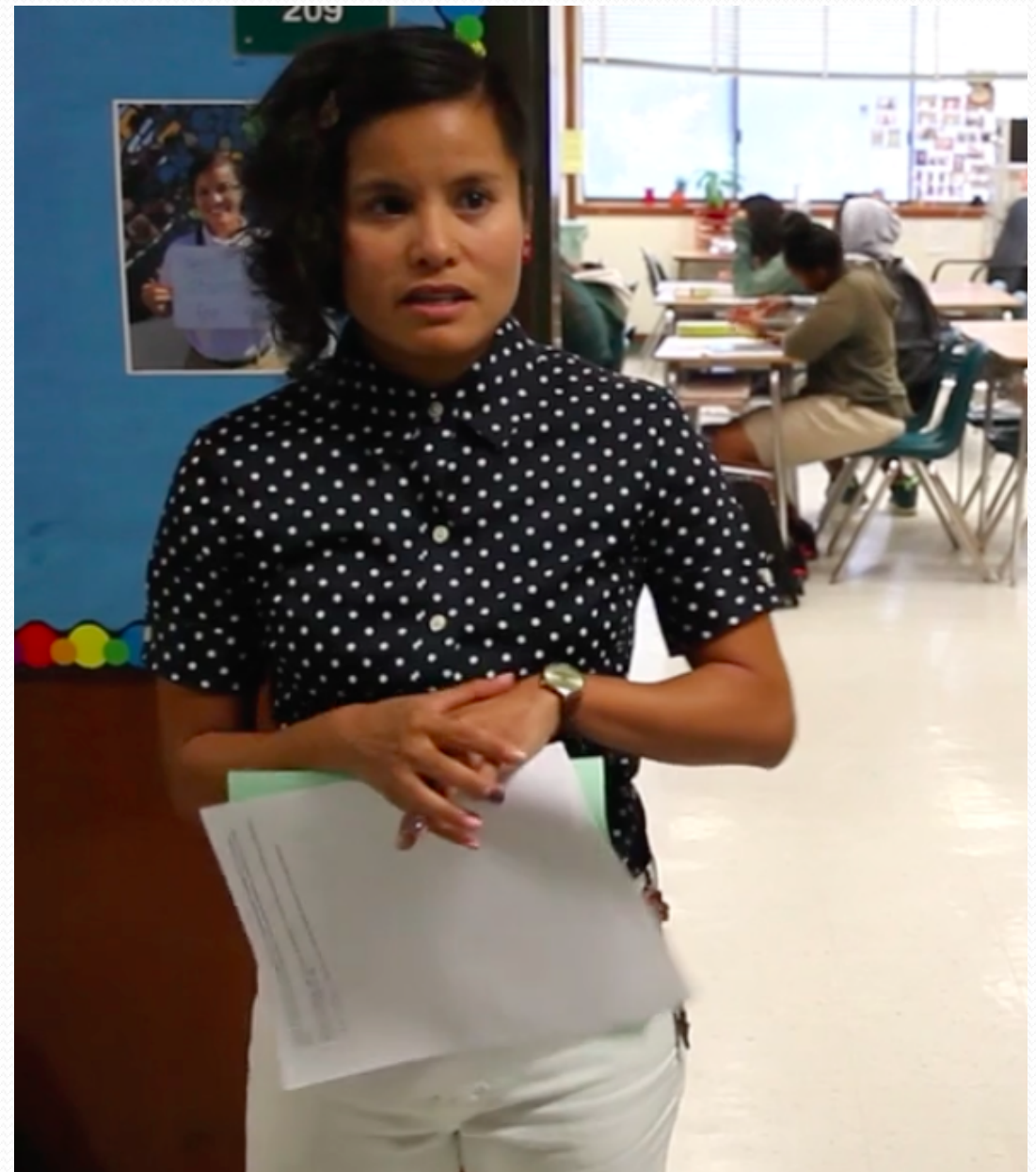
- USE OF MEDIA - Control teachers were more likely to agree use of media.  $X^2=4.38$ ,  $p<.05$
- USE OF FISHBOWL – The majority of control teachers agreed with this practice.  $X^2=4.32$ ,  $p<.05$

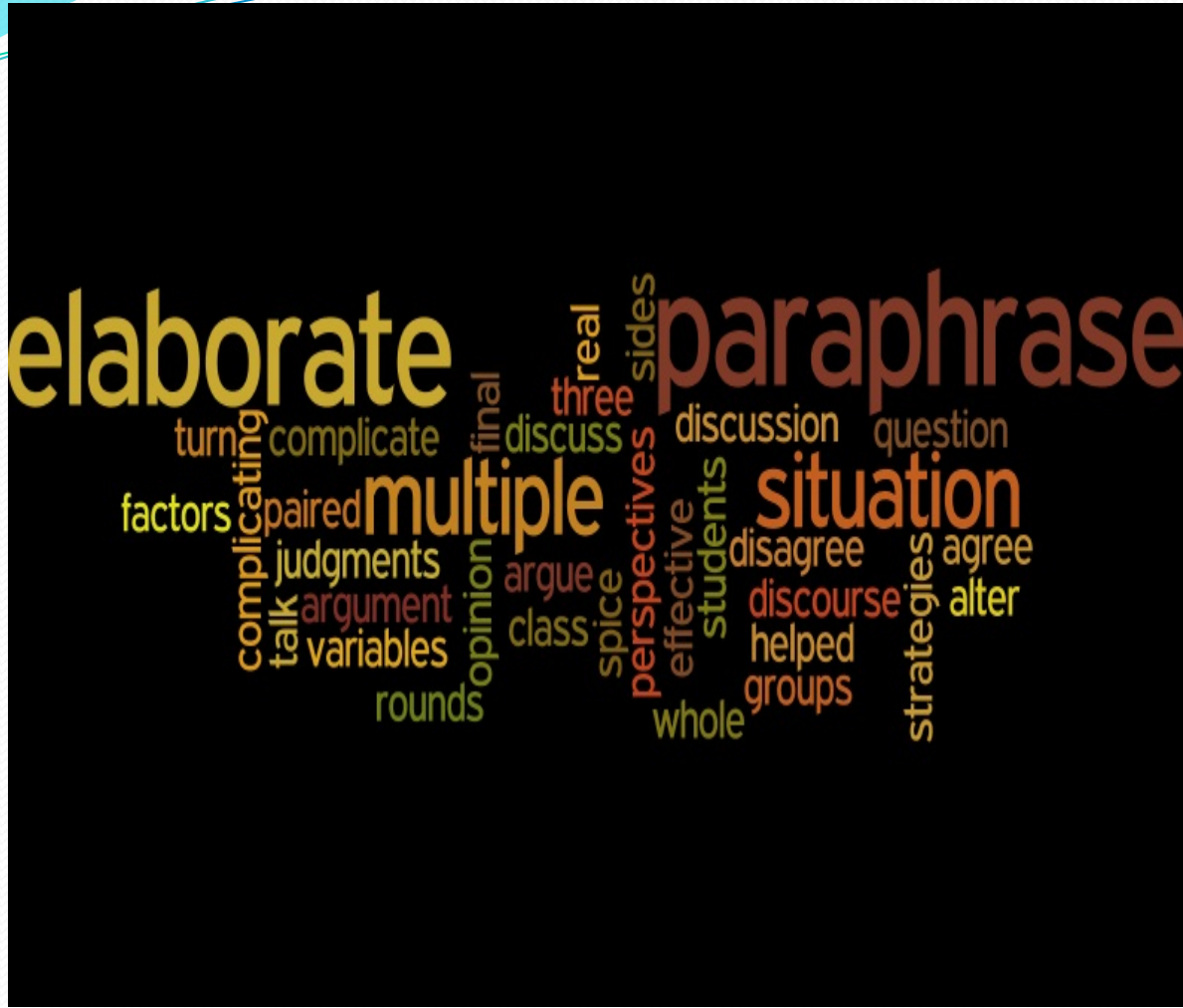
## PARTICIPATING TEACHERS DISAGREED WITH THE ABOVE.

- FREQUENCY OF SMALL GROUP DISCUSSION IN THEIR CURRENT TEACHING –

Participating teachers: daily to 2-4 times per/week.

Control teachers: 1-2 times/week or 1-2 times/ month.  $X^2=14.00$ ,  $p<.001$





**Teachers attributed students' moral growth to two main sources:**

## → Discourse protocols

→Moral content of their historical scenarios

# Teacher Outcomes

- 8 of 9 teachers who completed survey indicated intention to use the lessons in the future (one teacher was “unsure”).
- Project Evaluation: mean rating of 4.49 ( $SD=.56$ ) on a 5-pt. scale.

# In their own words...

- “...it was a *fantastic* opportunity,...a pleasure learning new ways to engage students in moral reasoning, ... and... fun to see students progress throughout the year and gain a deeper understanding of social conventions and moral dilemmas.”
- “working with the university academics for the vertical integration—amazing..., what are the next steps? This is a valuable, refreshing, re-imagining of the curriculum.”



“I really valued working with strong teachers from other schools...  
We all need colleagues who push us in our teacher practice. 😊”

