

ABSTRACT

LESSON STUDY: A PROFESSIONAL DEVELOPMENT APPROACH FOR UNIVERSITY ENGLISH LANGUAGE, MATHEMATICS, AND SCIENCE TEACHERS

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The purpose of this study was to establish and analyze the impact of a collaborative professional development program across the disciplines among the faculty of the Foundation Program at the Petroleum Institute in Abu Dhabi, United Arab Emirates through the use of a lesson study model. Though widely used among teachers in the same discipline, lesson study has also been identified as a means of bridging the professional expertise of teachers across disciplines. This study is the first to report on the use of lesson study to integrate language and content instruction in a university preparation program.

In this study, science, mathematics, and English teachers collaboratively developed and taught integrated lessons, observed these lessons being taught, discussed their impact upon students, and revised and re-taught the lessons with a new group of students. In the process, the teachers also reflected upon their own teaching practices and those of their colleagues in other disciplines by working together in a supportive and enriching cross-disciplinary environment. As a result, they were also able to provide

instruction that helped make clear to students the relationships among the courses in which they were enrolled.

Although time-consuming, the lesson study process was viewed as a valuable form of professional development. It promoted collaboration, increased curricular cohesion, and provided opportunities for teachers to reflect on their own practice and learn from each other. Recommendations for further study of lesson study and for extending the application of this model of professional development are also provided.