

The Effectiveness of Lesson Study via Learning Communities in Increasing Instructional Self-Efficacy of Beginning Special Educators

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Abstract : Lesson study is used as an instructional technique to promote both student and faculty learning. However, little is known about the usefulness of learning communities in supporting results of lesson study on the self-efficacy and development for tenure-track faculty. This study investigated the impact of participation in a lesson study learning community on 34 new faculty members at a mid-size Midwestern University, specifically regarding implementing lesson study evaluations by new faculty on their reported self-efficacy. Results indicate that participation in a lesson study learning community significantly increased faculty members' lesson study self-efficacy as well as grant and manuscript production over one academic year. Suggestions for future lesson study around faculty learning communities are discussed.

Keywords : lesson study, learning community, lesson study self-efficacy, new faculty

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