

Teachers' Collaborative Use of the Lesson Study Approach to Foster Student Achievement in Geometry

By

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Abstract

A workable model of mentoring support, collaboration and reflection among university mathematics education faculty and mathematics high school teachers that positively impacted student achievement is offered. Faculty, serving as mentors, and teachers, working as a team, developed methods to improve mathematics instruction through the use of lesson study. Through their efforts, student engagement and achievement in geometry were improved.

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