

1135-B5-1392

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Japanese Lesson Study has become one of the popular ways through which college mathematics professors get introduced to the discipline of SoTL. Lesson study essentially involves teachers collaboratively developing and teaching a lesson meant to bring out one or more broad objectives in students. Through lesson study teachers get an opportunity to have insight into student thinking. In our study, we asked the research question, “Does collaboration among college teachers help create teacher change?” We surveyed 27 college teachers who participated in lesson study projects in WI. The survey measured the change in the beliefs and attitudes of teachers before and after a lesson study as well as the effect of the lesson study experience several years later. Our study conclusively shows that teacher change occurs significantly after a college lesson study experience. (Received September 21, 2017)