

Microteaching

What is Microteaching?

Method of teacher training in which simulated teaching sessions (often videotaped) are used to develop and analyze trainees' specific teaching skills and behaviors. It offers the student the opportunities to practice teaching activities under controlled and simulate circumstances such that the complexity of the real teaching situation is simplified in terms of:

- The number of students (6 per group in our session)
- The amount of teaching time (5 minutes in our session)
- The amount of teaching activities to which particular attention can be given

Methodology:

A short lesson is taught by you to a group of six to seven peers or pupils for a period of 5 minutes. The emphasis is on how to teach rather than what to teach. The session can be organized for the proper use of any visual aid such as chalk - board, specimens, models, projection instruments such as OHP, slide projector, audio aids or audio - visual aids. (For your session in this workshop you are requested to prepare a PowerPoint presentation)

The pupils / peers observe carefully your teaching behavior during a microteaching session and later discuss whether the particular skill was properly executed or not. Thus the feedback would be immediate and can be both positive and negative.

How to Prepare for a Microteaching Presentation

Prepare a 5 minute presentation. If for some reason your presentation doesn't use the full amount of time, don't worry. If it takes longer, we'll cut you off at the time limit anyway so that there is enough time for everyone else's presentations. Nobody will hold it against you if you don't finish everything you might have planned to say.

Prepare a topic that you would expect to teach to beginners. That is, don't prepare a presentation that you might typically give to your peers in a formal department or conference presentation. The goal is not to show others everything you know about the subject, but to give you the opportunity for practice and feedback on your teaching.

Microteaching can be a good opportunity to focus on one or two aspects of teaching: for example, use of visuals, or eliciting answers from students. If you plan specifically to focus on one or two things, then we can focus on those things in particular when we give feedback.

Remember that everything we will discuss in the session is confidential, and the written feedback given to you is for your eyes only. Therefore, relax and focus on learning from the experience and do not worry about whether or not something is going into a permanent record.

How to Prepare for Microteaching Feedback

Most presenters are already somewhat nervous about the quality of their presentations, and tend to notice the negative features of their presentation much more than the positive ones. The feedback session is designed so that both the strengths of the presentation and potential areas for improvement are addressed.

Feedback should be honest and direct, but constructive, focusing on ways the presenter can improve. Constructive feedback:

- Is descriptive, rather than evaluative
- Is specific, rather than general
- Focuses on behavior, rather than on the person
- Is directed toward behavior that the receiver can do something about
- Emphasizes sharing information, rather than giving advice
- Comes in amounts that the receiver can use, rather than everything that could possibly be said
- Is checked to insure clear communication