

Microteaching Guidelines

[T]eaching can be defined as a constant stream of professional decisions made before, during, and after interaction with the student; decisions that, when implemented, increase the probability of learning.

(Hunter, 2004, p. 3)

Description:

The design, facilitation, and consequent reflection of teaching practice are paramount for your learning experience. The microteaching offers you an opportunity to apply the learner-centered teaching concepts and principles we have been working with all semester to a real teaching session.

You will plan, teach, reflect upon, and offer constructive feedback to colleagues for a 10-15 minute lesson you could teach in your discipline. Since it is such a short lesson, we call it “micro”teaching. It will most likely focus on one engagement activity.

Since we are all from different fields, it is suggested that you design a lesson that would be appropriate for more of an introductory level course, to minimize the need for background information in order to successfully engage.

There are several elements to the microteaching: the lesson plan (curriculum), your microteaching session (instruction), and reflection and feedback (assessment). Since every student in this class will conduct a microteaching session, we will do so in small cohorts over several weeks during the second half of the semester. That means the deadlines for the sessions, reflections, and peer reviews will vary. Please refer to the schedule in our course syllabus for details on the respective dates and deadlines.

Learning Objectives:

1. Apply learner-centered principles of teaching to create a lesson plan for a lesson on a topic of your choice, including measurable learning objectives, an outline description of the lesson, comprehension of key characteristics of the learners, comprehension of material and contextual considerations for the lesson, and an assessment plan.
2. Articulate the rationale for your instructional decisions, based on the scholarship of teaching and learning, learner-centered teaching literature, and your own prior experience as a teacher and/or learner.
3. Successfully teach a lesson that is engaging, aligned with learning objectives, and incorporates formative and/or summative assessment measures.
4. Compose constructive feedback to colleagues on their lessons based on learner-centered principles.
5. Compose a reflection with particular attention paid to documenting what you learned from the planning and teaching processes, and the feedback from colleagues.

Required Elements:

Lesson Plan (draft & revised):

- ☐ Create a lesson plan draft using the Lesson Plan Template. Your lesson plan should include:
 - ☐ Clear, specific, and measurable instructional objectives (what you want others to learn from your lesson);
 - ☐ For this length of lesson, 1 or 2 instructional objectives are realistic.
 - ☐ A clear outline for what learning experiences your learners will engage (including structure, timing, and organization);
 - ☐ A plan for assessment of learning;
 - ☐ Any additional information/materials/resources you will need (refer to the Lesson Plan Template for details); and
 - ☐ SoTL annotations: Thorough annotations that articulate how you are using the scholarship of teaching and learning, learner-centered literature, and/or other relevant experience as a basis for your instructional decision-making.
- ☐ Deadlines:
 - ☐ The draft lesson plan is due in Week 8 in the designated D2L Assignments folder.
 - ☐ The revised lesson plan is due one day before your microteaching session date in your personal D2L Discussion topic.

Teaching Session:

- ☐ During your teaching week: You are teaching your microteaching lesson during our regular class meeting time. Your colleagues in the course will engage in your lesson as attentive learners.
- ☐ Deadlines:
 - ☐ Since every student in this class will conduct a microteaching session, we will do so in small cohorts over several weeks during the second half of the semester. You will sign up for one of several groups.

Reflection:

- ☐ Compose a reflection on the microteaching experience. A tool to guide your reflection will be provided.
- ☐ Deadlines:
 - ☐ The reflection is due one week after your microteaching session date in the designated D2L Assignments folder. However, we recommend completing your reflection within 48 hours after your session.

Peer Review:

- ☐ You will be assigned to review two colleagues; dates will vary.
 - ☐ In each lesson, observe the instructor and students closely. An observation tool will be provided.
 - ☐ You are free to also engage in the lesson as a learner, if desired.
- ☐ Following the lesson, complete the observation tool and provide constructive comments. Comments and constructive criticism are vital feedback, both in specific areas and overall.
- ☐ Deadlines:
 - ☐ Each of the two completed reviews is one week after the observed lesson. However, we highly recommend to complete each review the day you observed the lesson. Submit it to the observed colleague's D2L Discussion topic.

Other Comments:

1. Please remember that it may be that what you teach will not be followed exactly as you planned. Timing and flexibility are challenging to master in teaching. If you find you must cut during your lesson, do so as cleanly as possible. If you find you are moving too quickly, simply extend an activity/discussion. This is one of those “professional decisions we make to increase the probability that learning will occur” (Hunter, 2004, p. 3).
2. We are a community of learners and teachers. Our mission in the microteaching sessions is to be supportive and honest in our assessments. The time constraints are very, very short...and we do this on purpose because most faculty plan way too much content or activity for any single class or module. When you can learn to “contain” the instructional material based on measurable instructional objectives you will have mastered an essential teaching skill.
3. Breathing will help you to stay relaxed!
4. Teaching is a process...time and practice will help you to improve.....no one expects you to be perfect! (Even we're not perfect after decades of practice.) There are always things we can change and improve. Embrace your role as a lifelong learner!

Works Cited:

Hunter, R. (Ed.) (2004). *Madeline Hunter's mastery teaching: Increasing instructional effectiveness in elementary and secondary schools*, Updated edition. Thousand Oaks, CA: Corwin Press.