

Microteaching Information for Participants: Preparing for Your TATP Microteaching Session (In person)

What is the purpose of microteaching?

Microteaching workshops provide a structured setting for exchanging feedback on teaching among a small group of peers. It's a collegial setting in which to practice teaching skills and try new strategies. It offers insight into how learners respond to your teaching style and develop a deeper understanding of effective teaching as you observe and give feedback to other teachers.

What happens in a microteaching session?

In brief: Participants take turns delivering a prepared lesson in a live, in-person classroom. While one participant is teaching, the rest of the participants and the facilitators play the role of students. After each lesson, participants and facilitators fill out feedback forms and offer structured feedback to the instructor reflecting their experience as 'students' in this classroom. As well, the teacher shares their own impressions before and after receiving feedback.

How do I prepare?

1. Know your time limit.

You should prepare a 10-minute lesson. This lesson should be a self-contained lesson (not a section taken from a larger lecture/tutorial).

To keep the session running on time, facilitators enforce these time limits. A facilitator will signal to let you know when two minutes are remaining and when one minute is remaining. All presentations will be stopped at the 10-minute mark.

2. Choose a topic.

When choosing your lesson topic, keep two things in mind. **It should be simple enough to be covered within the time limit, and it should be accessible to a non-specialist audience.** For example, you might present a central concept of your discipline that would be covered in a first- or second-year undergraduate class. You could also prepare a lesson on a hobby or a personal interest.

3. Prepare your lesson.

Your lesson should be self-contained. Avoid doing an excerpt from a tutorial or lecture that leaves the lesson hanging. (One of the things observers will look for is how you wrap up.) Similarly, avoid "fast-forwarding"—i.e., stepping out of the lesson by saying something like, "Here, I would give students a few more examples..." This makes it hard for observers to offer feedback on your presentation style.

Do a run-through. Delivering an effective lesson within the time limit is one of the biggest challenges. If your lesson includes any additional materials that your students will need. Be sure to bring them with you to the session.



All in-person Microteaching sessions will take place in person in the Blackburn Room on the 4th floor of Robarts Library. The room is equipped with a data projection system, and a laptop and clicker can be made available for your use. If you wish to use your own laptop, this is certainly possible – in this case, please bring any required adapters. Using your own computer may be a good idea if you need to run any audio or video files – these function best when embedded in a PowerPoint or Keynote slideshow (drawing on a file saved on your local drive) instead of having to click on a link to play a clip. The Internet connection in the Blackburn Room may be spotty, which can also pose problems for playing videos. Otherwise, you need only bring a USB key with your presentation on it. The room is also equipped with whiteboards and whiteboard markers can be made available, as can a flip chart stand and flip chart markers. **Just let us know what you need in advance of the session.**

Plan to arrive 15 minutes early to your scheduled session to get settled and prepare your shared content. You can use whatever teaching aids you like, as long as session participants will have access to the material. If you require any special technology or equipment, please contact the Microteaching coordinator (allyson.tabaczynski@utoronto.ca) in advance of your scheduled session to let them know and ensure such equipment is available.

See also the guidelines in the Lesson Plan Checklist on page 3.

4. Consider trying out a new teaching strategy.

Microteaching sessions are a good opportunity to try something new and get feedback on it. Look for ways to build in interactivity, if that's not something you're used to, or try a new kind of group work.

5. Come ready to give descriptive feedback, and be open to receiving feedback.

Being an observer in a microteaching means speaking from your experience as a learner, not correcting others' mistakes. See the guide on giving and receiving feedback on page 4. As well, **think about what aspects of your teaching you'd most like feedback on.** You'll have a chance to let the group know what you'd like them to look for.

6. ARRIVE ON TIME.

Microteaching sessions start at their advertised time, not ten after the hour!

7. If you need to cancel, do so at least three (3) business days in advance.

Microteaching Lesson Plan Checklist

This is a partial list of things to consider when preparing your lesson. In a short microteaching lesson, you won't necessarily be able to hit all of the points. This is fine. You can, however, keep in mind the four fundamental elements of an effective lesson.

An instructional presentation should incorporate the following four key elements:

1. Preparation of the learner.

- The learner is oriented to the subject at hand.
- The learner's interest is piqued.
- The learner is informed of the lesson's goals.
- The learner is told what to expect from the lesson.

2. Presentation/demonstration of materials.

- Topics are presented in a logical order.
- Topics are presented in a sequence, e.g. moving from general to specific or from superficial to most important or from foundational to complex.
- Each topic is clearly introduced and there is a clear transition from topic to topic within the lesson.
- The instructor models a concept or activity for learners.

3. Involvement of the learner.

- Learners are asked questions to probe their understanding of the material.
- Clarification of key concepts is provided at regular intervals; learners are asked to explain key concepts back to the instructor.
- Learners have the opportunity to interact with each other.
- Learners have the opportunity to practice or use the material being taught.

4. Review and summary.

- Instructor recaps main ideas.
- Instructor invites learners to share what they've learned.
- Instructor points the way to further information on the subject of the lesson.

Adapted in part from the Graduate Student Enhancement Program's "Guide for Conducting Your Departmental Micro-Teaching Session" prepared by the staff of the BGSU Graduate Student Enhancement Program at Bowling Green State University.

Giving and Receiving Feedback on Teaching

When providing feedback on a colleague's teaching performance, **it is important to remember that our role is not to judge or evaluate a person's approach to teaching or teaching style nor to demonstrate everything that we might know about teaching. Rather, the goal is to share strategies and perspectives that will help the teacher identify a plan for improving their teaching practice.** As observers, we are reflecting back to the teacher what it is like to be a student learning in their class. As teachers, we are hearing, perhaps for the first time, honest feedback on how we communicate ideas and whether we create a successful learning environment.

As an observer giving feedback...	As the teacher receiving feedback...
Focus on behaviours, not the individual. Describe what you see and what you hear. What does the teacher say or do? Remember: you are providing feedback on the teaching performance, not the person.	Be sincerely open to all comments. As soon as you invite someone's opinion, you need to be prepared to hear it! If you hear what you perceive to be negative comments, separate the comments from yourself as a person and focus on what could be changed next time to improve your teaching.
Be specific. Identify a specific comment or behaviour and describe how it affected you. Link your comments to specific moments in the teacher's lesson. Whenever possible, offer concrete strategies for addressing particular concerns.	Avoid being defensive. Try to react positively to comments. The observers providing you with feedback will need positive reinforcement, too! Saying "That's great advice, I hadn't thought of it that way" opens up a dialogue with your observers.
Be positive and constructive...and honest! Always offer a positive observation first. However, try to avoid insincere praise. Follow up constructive comments with your ideas for improvement or things to try.	Specify the feedback you're looking for. If you would like feedback on your voice production or time management or clarity of examples or your introduction...say so! Be specific when asking for feedback.
Check your ego at the door. This process isn't about you, and showing off all you know about teaching. This process is about the teacher you are observing. Avoid grandstanding or one-upmanship.	Confirm your understanding of the feedback provided. If you need to ask for clarification of a particular comment, feel free to do so. Ask an observer to rephrase a comment or paraphrase back to the observer what you think they are saying.
Offer options and alternatives. Don't just point out areas of difficulty. Remember, you're not providing a summative evaluation of this person's teaching—you're helping the teacher identify what to try next time.	Share your reaction to the feedback. Once you've heard all the verbal feedback, reflect back on your self-assessment of your lesson and think how your own assessment of your teaching compares with the observations of your colleagues. What have you learned?
Avoid prescriptive language. Instead of saying "You should do this..." or "Don't do that...", phrase your suggestions as stemming from your own observations: "I'm wondering if you tried X, what might happen..."; "I'd like to see you try Y"; "I would have benefitted from a clearer explanation here, could you try this..."	
Don't demand unreasonable change. Avoid pointing out challenges the teacher cannot reasonably change or address.	
Be concise. Too many comments will overload the listener. Focus on one or two key points.	

Adapted in part from Verderber & Verderber, (1983), in Leptak, J. (1989). Giving and receiving constructive criticism. *Lifelong Learning* 12(5), pp. 25–26. Also from the "Giving and Receiving Constructive Criticism" handout from McGill University.

