MICRO-TEACHING: PRACTICE YOUR TEACHING

Note: Micro-Teaching during TAOR week is ONLY for teaching assistants who have been registered for TAOR by their departments. Additional micro-teaching sessions are offered in fall and spring semesters by CIE.

Description
Micro-teaching is a foundational tool in teacher training, originating Stanford University in 1963. In this workshop, you will present a seven-minute lesson to a small group of (no more than 10) peers who role-play as the students in your class, and then give you feedback about your lesson. You will also have the opportunity to observe the other instructors. Later, you will meet one-on-one with a staff member from the Center for Instructional Excellence to review and discuss the video of your presentation.

As a Result of This Workshop, You Will Be Able to:
1. Develop a lesson plan for a 7-minute lesson.
2. Deliver a 7-minute lesson.
3. Identify both useful strategies and areas for improvement of a lesson.

Preparing the Micro-Teaching Lesson
• Choose a familiar topic: Use the attached Lesson Plan form to prepare a seven-minute mini-lesson on a topic that you might teach during this coming semester. Select a topic with which you are familiar so you can focus on planning how to teach the topic rather than learning about it. Choosing a topic from your discipline provides a more authentic presentation and practice, than a general topic can.

• Prepare a seven-minute mini-lesson: Your lesson may include one or more types of instructional activities (e.g., presentation, discussion, demonstration, think-pair-share, group problem-solving) and/or instructional technologies (e.g. Adobe Connect, HotSeat, Blackboard Learn, PowerPoint, video, Internet resources). As a part of your lesson, make sure to let your "students" know the purpose of your lesson and provide a summary or sense of closure at the end of the session.

Some examples of what you might do in your lesson are: 1) lecture on a concept that your students need to learn, 2) demonstrate a procedure that your students will have to do in the laboratory, or 3) facilitate pair or group work during which your students solve a problem you give them during a recitation period or help session. These are examples only and should not limit your selection of the lesson you choose to do in the Micro-Teaching session. Keep in mind the diverse backgrounds of those you will teach, many of whom may have little or no understanding of the topic of your lesson.

• Write at least one objective to guide your lesson. State your objective(s) at the beginning of your lesson. Remember that an objective should be written in terms of what your students will be able to do as a result of the lesson, using an action verb. For tips on developing objectives, see the CIE website for the Teaching Tips Video series: Learning Outcomes, at http://www.purdue.edu/cie/teachingtips

• Create ways for students to participate. Your colleagues will be role-playing the students in your class. Students will be more engaged and learn more deeply if you build in some questions and/or some sort of class participation. See the CIE Teaching Tips video series: Active Learning.
Using Media and Materials during Your Lesson

- You may use small amounts of notes (or note cards) that outline your key ideas and/or activities. Work from key words or an outline. Do not write out your entire lesson—you might be tempted to read it. Maintain as much eye-contact with the class as possible, to keep students engaged.

- You may use PowerPoint, props, technology, and/or the whiteboard. We encourage you to use materials to capture students’ interest and engage their visual senses, tactile senses, etc.

- Provide handouts for your students if conducive to their learning.

Preparing for Micro-Teaching

- Practice the presentation portions of your lesson. When you practice, use a conversational tone — the tone you use when instructing a small group of students. Give your presentation in front of a mirror so you can practice changing your facial expressions. If you have access to a video camera, record yourself and watch it. If possible, give your presentation to people who will give you feedback. In any event, make sure you practice aloud and not just in your head.

- Review the micro-teaching feedback form (attached) to get an idea of the criteria your peers will be using in their feedback. We are going to be looking at your delivery techniques, but also your effectiveness in planning and presenting a lesson. You don’t need to aim for a perfect lesson — it is much more important that you come across as a person. Mistakes are not unusual.

Giving and Receiving Feedback

- Play the role of a student during your colleagues’ lessons and to complete the micro-teaching form. On the day of the micro-teach session, you will be assigned to a group of six to ten participants. As each person presents, you will role-play as a student and complete the form. After each person presents, the facilitator will lead a discussion so that you can give feedback to the speaker.

- Use this session to practice giving feedback to others. This is a skill you will be able to use in the future. Colleagues in your department might ask you to sit in their classes and give them feedback. If you become a university administrator, you will definitely need to learn to identify good teaching practices and know how to give people suggestions for improving their lessons.

- Listen to the feedback you receive during the session. Be sure to listen to the positive feedback so you can identify those things you are doing well, as well as ideas for improvement. Realize that each participant may react differently to your lesson.

Follow-up Consultation

Set up an appointment with a consultant at CIE to obtain additional feedback on your mini-lesson presentation. Before leaving on the day of your Micro-Teaching presentation, sign up for a 30-minute playback consultation with a staff member from the Center for Instructional Excellence, located on the third floor of the Hall for Discovery and Learning Research (DLR), Suite 341, 207 S. Martin Jischke Drive, West Lafayette, on the south end of campus. The Inner Loop bus stops here. You will view your Micro-Teaching recording during this one-on-one consultation to help you identify your strengths, areas that you might want to work on to improve your teaching skills, and strategies for improving these skills.
LESSON PLANNING FORM
(To be turned in when you are recorded)

Name: ______________________________________________ Department: _____________________

Topic/Lesson Title: ____________________________________________________________________

Learning Objective (What will students will be able to do as a result of the lesson? It requires an action verb. Refer to the “Creating Frameworks for Learning” session handout for guidance on writing objectives.):

____________________________________________________________________________________

Student description: (What level: freshmen, seniors, etc.? Any learning styles or preferences you have noticed? Are there any special needs or other considerations?)

____________________________________________________________________________________

Materials (This refers to any materials you plan to use during your 7-minute lesson, e.g., handouts, overheads, props, media. Please explain why you will use them.):

____________________________________________________________________________________

____________________________________________________________________________________

How will you capture your “students” attention at the beginning of the lesson and maintain it throughout the presentation? How do you plan to convey the relevance of the topic to them?

____________________________________________________________________________________

List three main points of your lesson that you expect students to learn.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Method/s of Assessment (If you were teaching this lesson in an extended form, what methods would you use to assess how well the students learned the material and met the lesson objective?):

____________________________________________________________________________________

____________________________________________________________________________________
### Micro-Teaching Feedback Form

**Presenter's name:** ____________________________________________________

**Directions:** Circle the number that matches your observation. Write comments in the space or on the back.

<table>
<thead>
<tr>
<th>Instructional effectiveness</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stated purpose/objective(s)</strong></td>
<td>5 4 3 2 1</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I could identify main points of the lesson</strong></td>
<td>5 4 3 2 1</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Identified relevancy of topic and/or included relevant examples to explain ideas</strong></td>
<td>5 4 3 2 1</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Actively engaged students</strong></td>
<td>5 4 3 2 1</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Had clear pattern of organization</strong></td>
<td>5 4 3 2 1</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Captured and maintained my attention</strong></td>
<td>5 4 3 2 1</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Provided summary/closure</strong></td>
<td>5 4 3 2 1</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Delivery (vocal and non-verbal communication)**

| **Could be easily heard (volume)**                             | 5 4 3 2 1      | NA                |                |           |
| **Could be easily understood (spoke clearly)**                | 5 4 3 2 1      | NA                |                |           |
| **Made good eye contact with audience**                       | 5 4 3 2 1      | NA                |                |           |
| **Appeared comfortable (not overly nervous)**                 | 5 4 3 2 1      | NA                |                |           |
| **Had no distracting vocal or non-verbal mannerisms**         | 5 4 3 2 1      | NA                |                |           |

**Media (chalkboard, whiteboard, overheads, props, Powerpoint, etc.)**

| **Lettering and visuals could be read easily**                 | 5 4 3 2 1      | NA                |                |           |
| **Visuals, handouts, and/or props facilitated learning**       | 5 4 3 2 1      | NA                |                |           |