Microteaching: Elective Seminar

Seminar Description

This seminar invites you to practice engaging students in a small classroom setting.

Seminar Objective

- To incorporate experiential learning concepts into teaching strategies for the classroom and lab.
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What is Microteaching?

Microteaching is an instructor training technique that is used in colleges and universities, as well as primary and secondary schools. In a traditional microteaching session, a group of peer instructors gather together to teach short, student-centered lessons that they have developed beforehand. The lessons are often videotaped, and participants have the opportunity to offer constructive feedback on each instructor’s lesson and teaching style.

Microteaching rationale

(Adapted from the Center for Teaching, Learning, and Outreach; California Institute of Technology)

Microteaching yields a variety of benefits for instructors. Specifically, microteaching sessions produce:

- new perspectives from colleagues and session facilitators on techniques for effective teaching.
- opportunities to practice oral presentation skills in a friendly environment.
- an awareness of challenges that may arise when teaching specific topics or disciplines, as well as strategies for overcoming those challenges.
- a supportive, collaborative dynamic among your colleagues.
- opportunities to practice using visual aids effectively.
- lesson plans that are organized in a logical manner

Preparing for a Microteaching Session

If you are invited to participate in a microteaching session, consider the following strategies to ensure that you gain the most out of your experience:

- Develop a lesson that you think you might teach in the near future so that you may use the feedback you receive to fine-tune it. (Note, however, that some facilitators may provide scenarios or topics for you to prepare.)
- Plan to involve the other participants in the session. If you are delivering a lecture, for example, incorporate questions that participants may answer to check for understanding.
• Decide how you want participants to be positioned during the session. Should your “students” sit in a circle? Should they be divided into pairs or small groups? Furthermore, where will you stand or sit during the session? Will you remain in one spot (perhaps at the front of the room), or will you periodically walk around the room?

• Practice your timing. Microteaching session facilitators often give participants a specific time allotment for completing their lessons. Try rehearsing your lesson beforehand to ensure that you meet time restrictions while also maintaining a steady, consistent pace.

• Ensure that you have prepared all handouts and visual aids well before your microteaching session begins. Doing so will alleviate the stress of rushing to make copies or edit slides with little time to relax before your lesson.
Additional Resources
