

Microteaching – Practicing to Teach Undergraduates

Microteaching has been used successfully to prepare instructors at many universities since its development at Stanford in 1963. Microteachings at IU are:

- Supportive – To build collegiality and
- Short – So that many people have a chance to do them.
- Peer-reviewed – To share the perspectives of both instructor and students
- Facilitated by either faculty members or professional consultants – To ensure that the latest findings of research on best practices is made clear

Preparing Yourself to Teach:

No matter how many times you teach, you will always be nervous about teaching. You can reduce that nervousness by:

- Establishing a friendly relationship with your students
- Preparing your lesson fully and reviewing it shortly before teaching
- Taking 10-15 minutes before walking into the room to relax and energize yourself

Preparing the Lesson:

- Select a topic that would be taught at the 100 or 200 level.
- Select a single concept, something small enough to cover in the time allotted.
- Tell your instructor in advance what equipment you will need (overhead projector, chalkboard, whiteboard, video projection equipment, etc.).
- Be sure to include an active learning exercise that makes the students practice or internalize what you are teaching and/or that will assess student comprehension of the lesson.
- Practice your presentation aloud beforehand, paying attention to the motion and gestures that accompany it. Practice in a classroom if you can. Practice until you don't need your notes.

Presenting the Lesson:

- Dress as professionally as you would for your class.
- Arrange the classroom facilities for your lesson before you begin.
- Briefly describe the audience and course for which the lesson was planned.
- Be enthusiastic about the lesson and the topic. Don't apologize or make excuses – let the lesson stand on its own merits.
- The facilitator will time the lesson and signal you by pointing at his/her watch if you going too long. When asked to stop, please stop even if you have not completed your lesson. Preparation will help you time the lesson accurately.

Watching the Lessons:

- Write the presenter's name at the top of the form.
- Do not put your name on the form. All forms will be given to the presenter after the lesson.
- As you watch, write specific comments down on the feedback form.
- Imagine how a student might perceive the lesson.
- Be prepared to describe situations and behavior rather than render a judgment of good or bad.

Feedback after the Lesson:

Please stay at the front of the room while receiving feedback from the “students.” Feel free to answer questions or add your own comments. ***This is your time. Anyone giving feedback should give it to you, not to the facilitator.*** Feedback will be given in this order:

1. Each student will identify one element of your lesson that they found effective.
2. The facilitator(s) will identify one element of your lesson that they found effective.
3. Each student will identify one way in which they think the lesson could be improved.
4. The facilitator(s) will identify one way in which they think the lesson could be improved.

In addition, the facilitator(s) will occasionally mention research on teaching when appropriate to the conversation. After all comments are made, the students will hand their forms to the facilitator, who will save them until the end of the session and then hand them back to the presenters.