

Microteaching Guidelines

In the microteachings on sessions 12 and 13 you will present a brief (no more than 7 minutes, please) "How To" lesson*, with your peers (the rest of the class) playing your students. When you are finished presenting, you will receive our feedback. This handout explains the intended learning outcomes of a microteaching workshop, how to prepare, responsibilities during the workshop, and how to give and receive feedback. Your session will be videorecorded.

Goals for the Session

- Participants will provide insight to presenters regarding how their teaching is perceived by others.
- Participants will observe and evaluate other styles of teaching and practice sharing their observations constructively with others.

Presenter Information and Session Preparation

- Each participant should plan to begin the presentation with an explicit statement of the intended learning outcomes for the presentation and the method by which she/he plans to achieve those outcomes. Intended learning outcomes can be written on a board, distributed on sheets for the audience, displayed on an overhead or slide, or stated at the beginning of the presentation.
- Each presenter should:
 - clearly state measurable, specific and achievable ILOs for her/his session
 - consider the structure as well as the content of her/his presentation
 - include active learning opportunities
 - utilize the elements of effective presentations
- Group members are expected to participate actively in other's presentations in two ways:
 - Playing "students: participating in the exercises, asking questions, and/or answering questions the "teacher" asks.
 - Writing down any comments they would like to make during the feedback period.

Comments should focus on evaluating how well the Intended Learning Outcomes articulated by the presenter at the beginning of the talk have been fulfilled. Audience members can also comment on other aspects of the presentation that they may deem important.

* For the session, choose an everyday, or hands-on activity that you can help participants to learn in 7 minutes. For example:

- Making something in origami
- How to tie a certain type of knot
- How to pronounce certain words in another language
- How to do a sudoku puzzle

These are just suggestions. Please pick a topic that interests you!

Sharing Feedback & Criticism

"Own" your messages. State your reactions with "I" rather than "you" as audience reactions vary. By owning your own reactions, you allow for the possibility of different responses. (You might invite other reactions as well.) Examples: "I appreciated the way you explained topic X," or "I was confused when you said . . . because . . ."

Be specific and concrete. While it might be nice to know that someone liked your introduction, it doesn't tell you very much. Instead, one could say, for example, "I liked the concrete illustrations of the theory X," or "I liked the way you included your own background and interest in the introduction."

Focus on presentation behavior, not on personality characteristics and judgments. For example, say "I would have liked more eye contact" rather than "It's clear you're really not interested in us since you never look at us." Also, limit comments to behaviors that are changeable. Distracting gestures can be brought under control. Calling attention to a stutter, however, is probably not helpful in a public setting.

Distinguish between observations, inferences, and judgments. All of these have some role in evaluation but they are quite different.

- Observations have to do with what we see and hear; inferences and conclusions we reach based on those observations and judgments and/or evaluative response.
- Listeners observe differently, and, more importantly, draw different inferences and judgments from what they see and hear. Therefore, start by reporting your observations and then explain what you inferred from them.
- Speakers can hear a great deal of feedback on observations. Inferences and judgments are better received when the observations they are based on are clear. For example, "I noticed that you made eye contact with the students, which made me feel that you were genuinely trying to engage their attention."

Balance positive and negative comments. Try to emphasize the positive aspects of a presentation that the presenter can build upon constructively in the future to improve his/her style

MIT OpenCourseWare
<http://ocw.mit.edu>

5.95J / 6.982J / 7.59J / 8.395J / 18.094J / 1.95J / 2.978J Teaching College-Level
Science and Engineering
Fall 2015

For information about citing these materials or our Terms of Use, visit: <http://ocw.mit.edu/terms>.