

## Microteaching Guidelines

### What is microteaching?

Microteaching was developed in the 1960's by Dwight W. Allen, Robert Bush, and Kim Romney at the Stanford Teacher Education Program. It is an opportunity to provide a brief glimpse into your teaching and get feedback. Both new and experienced instructors can benefit from peer and expert review of their teaching, reviewing a recording of their own teaching, and taking the perspective of a student during other instructors' presentations. The goal of microteaching is to provide a safe environment in which instructors can practice their skills or experiment with new techniques.

### What do I need to prepare?

You must come prepared to your microteaching session with a 5-10 minute lesson. This time limit includes questions from the "students". In order to make sure everyone has a chance to participate and receive feedback, the 10 minute time limit will be strictly enforced. It is strongly suggested that you practice and time yourself before your session.

You may choose to prepare a lesson from any part of a course (beginning, middle, or end), and you may choose to use any technique you would like (e.g., lecture, discussion, small group work, etc.). It is required, however, that you state your goal for the session. This will guide you and your audience in reviewing the lesson. Examples of possible goals are:

- Testing out questions and answers
- Explaining one idea in two different ways
- Getting started on the right foot (i.e., laying out the ground rules on the first day of class)
- Practicing leading a discussion
- Providing examples/Working through problems

A whiteboard and a PC laptop equipped with PowerPoint will be made available to you. If you need handouts or other technological support, please send your requests (including documents to be photocopied) by email to [beverly.brehl@utah.edu](mailto:beverly.brehl@utah.edu) no later than 2 business days before your session.

### What will I walk away with?

- Feedback from a CTLE Higher Education Instructional Consultant
- Feedback from other instructors
- Access to a recording of your session
- New ideas and insights, and a renewed excitement for teaching!

## Microteaching Checklist

- ⇒ Material/content
  - organized content in a logical manner
  - covered an appropriate number of objectives (1 or 2) for time allotted
  - used students' prior knowledge
  - engaged students with presentation
  - taught content using an appropriate method
  - showed mastery of content
  
- ⇒ Interpersonal skills
  - avoided nervous habits/ mannerisms
  - wore proper dress/attire
  - kept good eye contact
  - used humor appropriately
  - used students' names
  - appeared excited about/interested in material
  
- ⇒ Question/ Answer abilities
  - asked useful questions and waited for response
  - encouraged dialogue
  - elicited responses from several students
  
- ⇒ Session mechanics
  - explained and used agenda, or, students knew what was expected of them
  - timed and spaced activities effectively
  - introduced and closed presentation well
  
- ⇒ Adequate use of room
  - Used space available to enhance teaching
  - Arranged furnishings appropriately for activities
  
- ⇒ Use of technology
  - Used appropriate technology for material presented
  - Was familiar with technological tools
  - Used technology successfully