

Microteaching At-a-Glance

What is Microteaching?

Microteaching is a workshop program that guides new TAs through an experiential form of pedagogical training that requires participants to deliver a mini-lesson in a simulated classroom environment.

How is the classroom environment simulated?

Participants are randomly assigned to groups of ten or less and each group is assigned a Microteaching Group Leader who will guide them through the Microteaching process. The Microteaching Group Leader will act as a teacher, facilitating discussions about teaching and guiding participants through the mini-lesson development process. Microteaching Group Leaders also moderate the mini-lesson presentations and coordinate formative conversations around constructive feedback as opportunities to enhance your teaching skills. Participants will act as “students” during their fellow TAs’ mini-lesson presentations and provide feedback on performance.

Important Terms/Concepts

- **mini-lesson:** an 8- to 10-minute presentation during which you follow a lesson plan that offers a scaffolded pedagogical experience to an novice audience with the intention of achieving a set of learning outcomes while demonstrating some basic principles of effective teaching.
- **lesson plan:** a detailed instructional strategy designed to communicate information, develop skills, and engage an audience in the process of learning.
- **scaffolded pedagogical experience:** a teaching practice that uses a variety of instructional techniques to move students progressively towards a stronger understanding of a topic or skillset. (See the “Partial Inventory of Instructional Techniques” on the next page for examples.)
- **learning outcome:** a statement that describes the information or skills a learner should acquire as the result of instruction; should be both specific and demonstrable. (e.g., “Identify and describe the political uses of art in Italy during the Renaissance,” or “Identify and calculate the hypotenuse of a triangle.”)
- **principles of effective teaching:** While it will be up to you to develop a robust teaching philosophy, we suggest that the following seven principles can serve as a ‘starting point’ for best practices in undergraduate education:
 1. **Peer Learning:** develop reciprocity and cooperation among students to facilitate [peer learning](#).
 2. **Feedback:** offer [prompt and formative feedback](#) to students on a regular basis.
 3. **Expectations and Accountability:** communicate high expectations and foster accountability for learning.
 4. **Inclusivity:** focus on creating an [inclusive classroom community](#) through [inclusive pedagogical practice](#).
 5. **Clear Communication:** be explicit about class policies, assignments, and deadlines
 6. **Be Accessible:** encourage contact between the student and the instructor
 7. **Plan for Success:** create lesson plans use [strategies](#) that encourage student engagement and utilize [multiple communication channels during lesson delivery](#).

Partial Inventory of Instructional Techniques

Communication Techniques	Gradually Reveal A Concept Illustration As A Lecture Progresses	Pair Lecture Or Videos With Very Short Handouts	Repeat Yourself In A Consistent Way	Create Infographics About An Idea Or Process
Peer Learning Activities	Think-pair-share	Peer-reading activity of a short passage	Create occasions for formative peer-feedback	Organize safe environments for roleplaying
Online Strategies	Create occasions for online group discussions via breakout rooms.	Utilize Online Forum Discussions	Create or utilize Virtual Field Trips	Create short instructional videos .
Engaging Students	Have students engage in case studies & practice problem solving	Invite storytelling & relevant anecdotes Read a passage as a class and discuss it.	Create shared documents for group note taking	Encourage self-reflective practices for self-evaluations

Visualization of the Mini-Lesson Development Process

