An adapted microteaching approach:

developing teaching skills for health professionals

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Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
What is microteaching?

- Originally microteaching was developed by Stanford University in the 1960s to provide pre-service teachers an opportunity to practice teaching methods and techniques in a supportive environment.

- Microteaching is a well proven technique that is practiced worldwide for learning teaching skills.

- The technique enables teachers to reduce the complexities of actual teaching including: planning and design practice and then evaluate the impact of specific and concrete teaching methods in a controlled environment.
Why would health professionals want to take part in a microteaching activity?

- Expected to teach
- Not trained to teach
- Some lack confidence in their teaching skills
- Apprenticeship model no longer possible
- They give feedback
- Lectures
- Tutorials
- Small groups
- Little time for faculty development

(adapted from Foster & Laurent, 2013)
What are the potential benefits of microteaching?

- To make connections between theories and practice;
- Transfer teaching knowledge to practice;
- Improve self-confidence in teaching skills;
- Development professionally, and
- Improves reflection and feedback abilities.

Examples of microteaching

- Teaching skills
- Content (a key concept or skill)
- Engaging students
- Presentation skills
- Verbal communication
- Time management
- Inspirations
- Questioning techniques
- Introducing a topic

- Reinforcement techniques
- Closing lessons
- Algebra
- Irregular verbs
- Possession of Australia
- Skipping
- Poetry
- Critical thinking
- Boiling eggs
- Chinese pronouns
- Mosaics
Traditional approach to microteaching
How is my ‘adapted’ approach different?

- **plan**
  - Small group
  - Collaborate

- **teach**
  - Small group
  - Teach and be taught

- **feedback**
  - Peer feedback
  - Self assessment

- **debriefing**
  - Return to original group
  - Compare and contrast experiences

- **Reflect**
  - Self reflection on microteaching
Starting to plan

Shulman (1987) states teaching ‘begins with a teacher’s understanding of what is to be learned and how it is to be taught’
What does ‘Linear’ microteaching look like?

Plan
What does ‘Linear’ microteaching look like?
‘Linear’ microteaching

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Self assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Structure of the lesson</td>
<td>• Pitched at the appropriate level</td>
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<tr>
<td>• Clear Objectives</td>
<td>• Engaged the learners</td>
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<tr>
<td>• Clear explanations</td>
<td>• Learning was relevant</td>
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<tr>
<td>• Clear Instructions</td>
<td>• Effective communication</td>
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<tr>
<td>• Question techniques</td>
<td>• Learning Environment</td>
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<tr>
<td>• Eliciting Understanding</td>
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Micro teaching Start Planning

- What is the topic/title?
- What do you want the students to learn?(objectives)
- What learning styles or leaning theories should you take into consideration?
- What resources will you need?
- How will you explain the relevance of the topic?
Preparing and implementing teaching activities: LET’S BEGIN!

- decision making – what do you want to teach?
- methods and strategies – how are you going to teach it?
- Will there be instruction?
- What explanation will be required?
- What are your expected learning objectives? OBJECTIVES: are more succinctly stated, with a short term orientation, and they express what students are expected to demonstrate after teaching – to show what they have learned
- What questions might you ask?
- What problems might you encounter – can you plan for this?
- Environment – can you plan for a safe and positive environment?
Teaching Time

Teacher’s question:
- What do you think was learnt? (1 min)

Learner’s question:
- What did you learn? (1 min)
- Discuss (3 mins)
Debriefing after ‘Linear’ microteaching

- Was everyone’s experience the same? Why? Why not?
- What would you change? What would you do again? Why?
What is involved with the ‘Linear’ microteaching?

Collaboration

Shared knowledge

Reflection

Feedback

Knowledge production

Observation

Microteaching
THANK YOU! MERCI!

- Questions?
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