

**University of Bolton, School of Education and Psychology**

**How to ... Approaches to microteaching**

**The handbook \***

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(\*) This handbook supports the video resources, produced by the Authors.

The project team

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Trainee teachers: Lewis - ESOL, Enoch - TLAN and Wayne - Sport

Video content

Lewis - Skills for Life pathway PGCE - ESOL Time location

Introduction - voiceover 00:00 - 00:58

Part 1 00:59 - 6:28

Part 2 6:29 - 11:26

Part 3 11:27 - 14:30

Part 4 14:31

### Enoch - TLAN PGCE - Autism

Introduction voiceover 00:00 - 00:56

Part 1 00:57 - 05:09

Part 2 05:15 - 09:25

Part 3 09:41 - 16:00

Part 4 16:19

### Wayne - Generic PGCE - Sport

Introduction voiceover 00:00 - 00:56

Part 1 01:01 - 05:20

Part 2 05:21 - 12:15

Part 3 12:23 - 14:50

Part 4 14:56

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# Introduction

The purpose of the video sources is to improve your understanding of the micro teach process and to enhance your skills in teaching and learning, self-assessment and reflective practice. You will be able to observe 3 recorded micro-teaching sessions that were delivered by trainee teachers studying at the University of Bolton.

You will observe trainees like yourselves who are new to teaching. They are a 15-minute micro- teaches, based on an area from their subject specialism. You will be asked to reflect on the effectiveness of their teaching, relating this to your own beliefs, expectations and experiences.

Each microteach is divided into 4 parts and you can watch them in any order. Each part starts with a set of questions that are designed to help you focus on a certain teaching skill and a certain part of the lesson.

Once you have watched the microteach, you will be asked to answer some questions - either individually or with your classmates. Please be aware that your responses should be constructive; you are observing and evaluating a skill, and certain behaviour, **not** the person who is performing the skill.

The questions will encourage you to reflect on the following: the stages of lesson delivery, observable learner engagement and the use of different teaching strategies. Try to view the trainees’ teaching with the 'why' question in the forefront of your reflections.

The videos are accompanied **by Lesson plans** provided by Lewis, Enoch and Wayne.

# Having the lesson plan for microteach available enables you to notice how the actual lesson delivery corresponds with the lesson plan. Reflect on:

1. Did the trainee follow the lesson plan?

2. Did he change anything during the delivery? If yes, do you think the change was better than the original lesson plan suggestion?

3. How was assessment for and of learning planned and how well it was managed in the micro-teach lesson?

4. How did the trainee plan for differentiation and can it be evidenced from the videoed lesson?

# Video 1: Lewis - English Grammar

## Part 1 Introduction to the session

1. How does Lewis introduce learning outcomes? How does he ensure all his learners are clear about these?

2. How does he check prior learning? How does he feed back on learners' contributions?

3. How does he deal with the situation when a learner struggles to answer a question?

## Part 2 Learning activities

1. How well does Lewis manage the transitions between activities (from the introduction to the pair activity; from the pair activity to the whole group discussion)?

2. How effectively does he set up the learning task (the matching exercise)? How does he ensure the learners understand what is expected from them?

3. How does he monitor his learners' progress? How does he stretch and challenge more advanced learners?

## Part 3 Mid-session plenary

1. How effectively does Lewis clarify main teaching points and consolidate learning?

2. How does he move learning forward?

3. What strategies does he use to monitor learning on an individual/group level and how effective these are?

## Part 4 - Conclusion - the end of the lesson plenary

1. How effectively are the key grammar points summarised?

2. How well is learning assessed summatively? Would this help the techero plan for the next steps?

# Video 2 Enoch - Autism

## Part 1 Introduction to the session

1. How does Enoch introduce learning outcomes?

2. How does he ensure all his learners are clear about these?

3. How does he check prior learning?

4. How does he feed back on learners' contributions?

## Part 2 Lecture on autism - introduction of a new concept

1. How clearly does Enoch introduce a new concept?

2. How does he monitor learners' engagement and understanding during his lecture?

## Part 3 Managing learning in groups

1. How well does Enoch manage the transitions between activities (from the lecture to the group activity; from the group activity to feedback and to the whole group discussion)?

2. How does Enoch motivate his learners to complete the task and triggers their 'curiosity'?

3. How does the group learning activity help learners understand the key teaching points?

## Part 4 - The end of the session plenary - Assessment of learning

1. How effectively does Enoch assess what has been learnt?

2. To what extent would the used assessment strategy enable him to plan for the next steps?

# Video 3 - Wayne - Sport

## Part 1 Introduction to the session

1. How does Wayne introduce learning outcomes?

2. What is the purpose of warm up activities at the beginning of the lesson?

## Part 2 Managing learning, including group and individual tasks

1. How well does Wayne manage transitions between activities (from the warm up to the group activity; from the group activity to monitoring progress; to the extension of knowledge)?

2. How effectively does Wayne monitor his learners' progress?

3. How does he facilitate active listening skills?

4. What strategies/ resources does he use to extend the learners' understanding of leadership styles?

## Part 3 - Demonstration of a coaching skill

1. How does Wayne demonstrate a coaching skill?

2. How effective this strategy is? How well does it enhance learning?

## Part 4 - The end of the session plenary

1. How effectively does Wayne assess what has been learnt?

2. To what extent would his assessment strategy of learning enable him to plan for the next steps?