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# Microteaching: start observing yourself teaching

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The development of reflective skills is the key objective for teachers to observe their own teaching and gradually identify evidence of effective practices as well as areas for improvement, depending on the teaching contexts and objectives. Brookfield (2017) identifies four possible sources of discussion: “students’ eyes, colleagues’ perceptions, personal experience, and theory and research.”

Microteaching - a reflective teacher training technique - is an opportunity to develop reflective competence thanks to the feedback received from colleagues during the ‘micro-lesson’ proposed to them. We can define Microteaching as “a technique aiming to prepare teacher candidates to the real classroom setting” (Brent & Thomson, 1996). The aim is thus to reduce the complexity of the real context (Kumari and Rao, 2004) while maintaining its key characteristics: “Microteaching is a teaching situation which is scaled down in terms of time and numbers of students. (...). The lesson is scaled down to reduce some of the complexities of the teaching acts, thus allowing the teacher to focus on selected aspect of teaching.” (Allen and Cooper, 1970).

In this workshop, the model is adapted with respect to the characteristics of academic teaching to provide a concentrated and focused form of peer feedback.

## **Structure of the workshop:**

**phase 1:** description of the rules and tools for designing micro-lessons

**phase 2:** micro-lesson design

**phase 3:** cycles of microteaching: delivery and feedback

**phase 4:** individual and group reflective analysis of the activities experienced

## **Learning Outcomes:**

- Demonstrate the ability to observe and analyze teaching practices through reflective thinking.
- Provide constructive feedback to peers during the Microteaching sessions.
- Receive and incorporate feedback from colleagues to enhance teaching strategies.
- Identify evidence of effective teaching practices and areas for improvement based on individual teaching contexts and objectives.
- Apply feedback received to address specific challenges and opportunities in university teaching contexts.
- Incorporate insights gained from the workshop into future teaching practices to continually improve as an educator.

## **Competences developed in the programme:**

The programme develops competences falling under Pillar 6 (Reflective teaching and teacher professional development) of the Framework for Effective Teaching at CU.

In particular, it focuses on the following competences:

- Through evaluation and ongoing reflection, the teacher continuously improves their teaching.
- Based on self-reflection and feedback, the teacher sets specific goals for their professional development.

The course is designed for those with English language proficiency **at B2 level or above**.

**Manuela Milani** is an academic developer with more than 20 years of experience in different Universities in Europe. In the last years she has designed and delivered many training and professional development activities for faculty members. Her publications include several papers on the use of cultural differences in teaching and learning, on teaching observations practices and faculty training design and quality of teaching perception.

**When:** ...

**Where:** ...

Registration will be opened soon.

Participation in the programme is free of charge.

Should you have any questions, please do not hesitate to contact us at: [cczv@ruk.cuni.cz](mailto:cczv@ruk.cuni.cz).

