



MICRO-TEACHING TASK

Micro-teaching can help give you confidence and support by letting you try out a sample of what/how to teach in a safe environment of your colleagues. It may provide you with the opportunity to try or practice teaching strategies you may not have used regularly or effectively; it may also provide you with valuable feedback from your colleagues.

Task:

Prepare and present a short session to a small group of your colleagues and our lecturers with the aim to teach us something new.

The allotted time: 10 minutes

Topic: any (Please choose the most practical or useful topic from your perspective. In case of doubt, consult your lecturers.)

Type of teaching style: any (Please choose the most practical or useful style from your perspective, and the most adequate style to the goal of the session. In case of doubt, consult your lecturers.)

Materials used: any (Please consult the possibilities with the summer school assistants before your session.)

Audience: your summer school group (A or B) + one lecturer (Please do not assume any prior knowledge on part of your "students")

Preparation:

You can start your preparation at any time, however, we recommend to begin as soon as possible. We would also like to encourage you to consult your ideas with the lecturers.

When planning you could consider the following points:

- 1) Decide on the learning objectives for your activity. What will a learner be able to do/will learn as a result of your activity?
- 2) Decide on the level of interaction and type of the audience involvement. It is preferable not to rely exclusively on lecturing.
- 3) Decide on the breakdown of the activities.
- 4) Decide on the teaching aids / supporting materials.

Delivery:

You are going to deliver your session on Friday, the exact time will depend on an agreement in your group.

Feedback:

After each micro-teaching session, your colleagues are going to provide you with short written feedback; after all micro-teaching sessions in one block, your colleagues are going to provide you with oral feedback. The feedback may focus on the following areas: organization of the activity; clarity of explanations; use of examples; oral delivery (volume, fluency,...); nonverbal delivery (gestures, eye contact, movement); and board work / visuals.