

## Microteach 2 Personal Reflection

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**Before you look at the feedback from your classmates, reflect on your lesson. What went well? What would you do differently?**

- I think that my enthusiasm was conveyed in the presentation. I also think that my peers learned useful information from the lesson. They engaged with the material through recounting stories and responding to polls. They reflected on their own experiences with first aid and began predicting situations where they might encounter an emergency. My students (peers) also responded positively to the personalization of my lesson to their lives and following this direct connection offered more attention to me as a teacher and the material as well. I was happy that this technique of celebrating my student's personal interests publically also helped raise engagement and motivation among non-high school students.
- According to Columbia University, Active Learning occurs when students do things and think about what they are doing through encountering ideas, engaging with the information, and reflecting on their learning. Some suggestions for online learning techniques include polling, think-pair-share, small group discussions, and minute papers. I believe that communicating with the students through visual polls and embedded prompts that my lesson required active engagement. I also believe that with only three students, discussing answers verbally was more efficient and made more sense than typing in the text box.
- If I could repeat this activity, I would try to go first. Presenting at the end after hearing a short lecture about the misunderstandings my classmates had (and I was about to make) as well as the frustrations surrounding the lack of active learning strategies employed was incredibly discouraging. In the moments before my microteach, I went from being proud about my lesson and the work I put into it, to being anxious and knowing I was going to fall short of the expectations – despite thinking that I had structured my presentation around the rubric. I also believe my peer's feedback was heavily influenced by their own disappointment, so I do not believe I received unbiased feedback from them regarding the microteach initially.
- The written feedback from my peers was excellent and clearly pointed out that I could improve by checking for understanding at the end of the lesson as well as incorporating more active learning activities. The written feedback is constructive and helpful, and I am thankful that I had the opportunity to read it.
- I also can see the difference between active engagement and active learning. I plan to incorporate this knowledge into future lessons.

## Reflection Prompts:

- **What was this experience like for you?**
  - This experience was more stressful than I was expecting, but I learned a lot about active learning and how to better incorporate it into online lessons.
- **What about the microteaching experience was helpful?**
  - It was helpful to see each of my peers make a similar mistake surrounding what active learning is. I definitely did not grasp a clear understanding of the difference between “active learning” and “active engagement”, but following this activity I believe I have a better understanding of their differences.
- **What did you learn from observing your peers micro-teach?**
  - I learned that sometimes it is more effective to teach less information and spend more time applying that information than teaching more information and spending less time on application.
- **What about the microteaching experience could have been different to better aid your teaching improvement?**
  - It would have been helpful to seeing recordings of previous students who succeeded in the assignment. I found the Iowa State University’s 226 Active learning techniques list to be incredibly helpful as well, so I wish I found that before I presented my microteach. Finally, I wish I knew before planning and presenting my microteach that verbal communication and peer-sharing is not a valid form of communication if striving to inspire active learning, but rather, a product should be formed from the active learning activities.
- **What is one thing you would like to work on or change as a result of this experience?**
  - I plan to work on incorporating active learning into my lesson plans more frequently because I clearly need to practice these skills.