

MICROTEACHING SESSION GUIDELINES

Prepare a 5-minute presentation. A microteaching session focuses on clarity and articulation of your message, not an entire class session.

The workshop is an opportunity to: +Practice rhetorical skills +Receive feedback on how you deliver your message +Observe others and give feedback and learn from +Your observations.

Goals:

- + To observe + practice persuasive communication forms*
- +To receive feedback on your pedagogical and presentation style. You will receive feedback from others and learn how they perceive your rhetorical teaching style.*
- +To give constructive feedback to your peers. During the presentation, your peers will assume the role of your students. You will have the opportunity to observe and evaluate your peers' communication approaches and learn how to share your observations constructively with others.*
- +To encourage you to think more specifically about the goal of your teaching in terms of how your students will learn the information you wish to teach them. This involves thinking about the style of your teaching as well as its content.*

Readings:

- + The Listening Mind Doree Allen*
- + How to persuade- With Ethos, Pathos or Logos Lincoln Mullen*
- +Handout Sharing Feedback and Criticism*
- +http://brown.edu/Administration/sheridan_center/publications/documents/persuasive.pdf*

1. Observations:

Observe a course, forum or lecture (live or recorded) and analyze the effectiveness of the speaker's presentation with respect to persuasive communication. Record your observations.

- +Logical structure/Organization (format, clarity, clear goals, flow, transitions)*
- +Speaking style (pace, tone, volume, energy level)*
- +Engagement with audience (verbal/non-verbal cues, eye contact, demeanor, asking and answering questions, personal style)*
- +Credibility (how does the speaker evoke confidence/assurance in the subject?)*

+Use of tool where relevant (blackboard, handouts, pointer, etc)

Then evaluate how what you observed affected the overall quality of the presentation. Identify an aspect of your critique that is relevant to your own experience and consider how it will help you to improve your own communication skills.

2. Preparation:

Prepare a 5-minute introduction to a lecture, seminar, or demo, of your choice. Imagine a real teaching situation: an introduction to a technique, idea, method, procedure, or background information on a reading, artist or designer. You can give a 5-minute talk on your own teaching philosophy.

Practice the presentation several times based on your observations above.

Powerpoint or other visual aids will not be used.

Clear all topics with me first to be within the security, safety and ethical standards of RISD. No harmful teaching sessions please.

Format:

5-minute presentation followed by a 3 minutes of feedback from the "audience." A scribe will record the audience feedback and will give this to the presenter at the end of session. Within the first minute, the presenter should state the goals (the enduring value, the greater meaning) for presentation and the objectives (learning outcomes)

Goals to consider;

The style as well as the content of your information

The methodology of your presentation

Desired learning outcomes for the students

Participation:

Actively listen and observe each other's presentations and jot down any notes you would like to make during feedback. Your comments should focus on the goals of the presenter. Also consider the areas you used in the pre-workshop Observation assignment: Logical Structure, speaking style, engagement with audience, credibility.

Sharing Feedback and Criticism:

1. **Own your messages.** State your reactions with "I" rather than "you" as audience reactions vary. By owning your reactions, you allow for the possibility of different responses.
2. **Be specific and concrete.** Instead of saying "I liked it" one could say, "I liked the concrete illustrations of theory X."
3. **Focus on presentation behavior not on personality characteristics or judgments.** Example: "I would have liked more eye contact." instead of "If you were more interested in us since you would have looked at us."
4. **Distinguish between observations, inferences, judgements.** Observations have to do with what we see and hear; inferences are an evaluative response.
5. **Balance positive and negative comments.** Try to emphasize positive aspects of a presentation that the presenter can build upon in the future.
6. **Invite feedback from a variety of listeners.**