



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™
EL PASO

Micro-Teach: a structure for experimenting with innovative ideas for instruction

Background:

- microteaching was introduced in the 1960s, and is widely utilized in health professional education as an approach to instructional innovation and refinement, based on an iterative process of multifaceted peer review of a proposed experiments in teaching and learning.
- view the exercise as an opportunity to run a brief experiment in teaching with colleagues you trust to offer constructive insights.
- in this session, we will examine the overall design of microteaching – (Harvard-Macy version) - to consider how it can be used to enhance your effectiveness and scholarship as a medical educator, and broaden our perspectives as educators.

Overview:

Consider something you currently teach (or are planning to teach), and how you currently teach it (or are planning to teach it), and ask, “Is the way I’m planning to teach it, the best way of all possible ways to teach it, in terms of effectiveness, relevance to practice, efficiency, adaptability for different settings and types of learners at different stages along the educational pathway, ...)?”. Not necessarily? Then, consider alternative ways to teach, and exploit micro-teaching as a rational developmental approach for scholarly innovation.

PREPARATION FOR MICRO-TEACHING

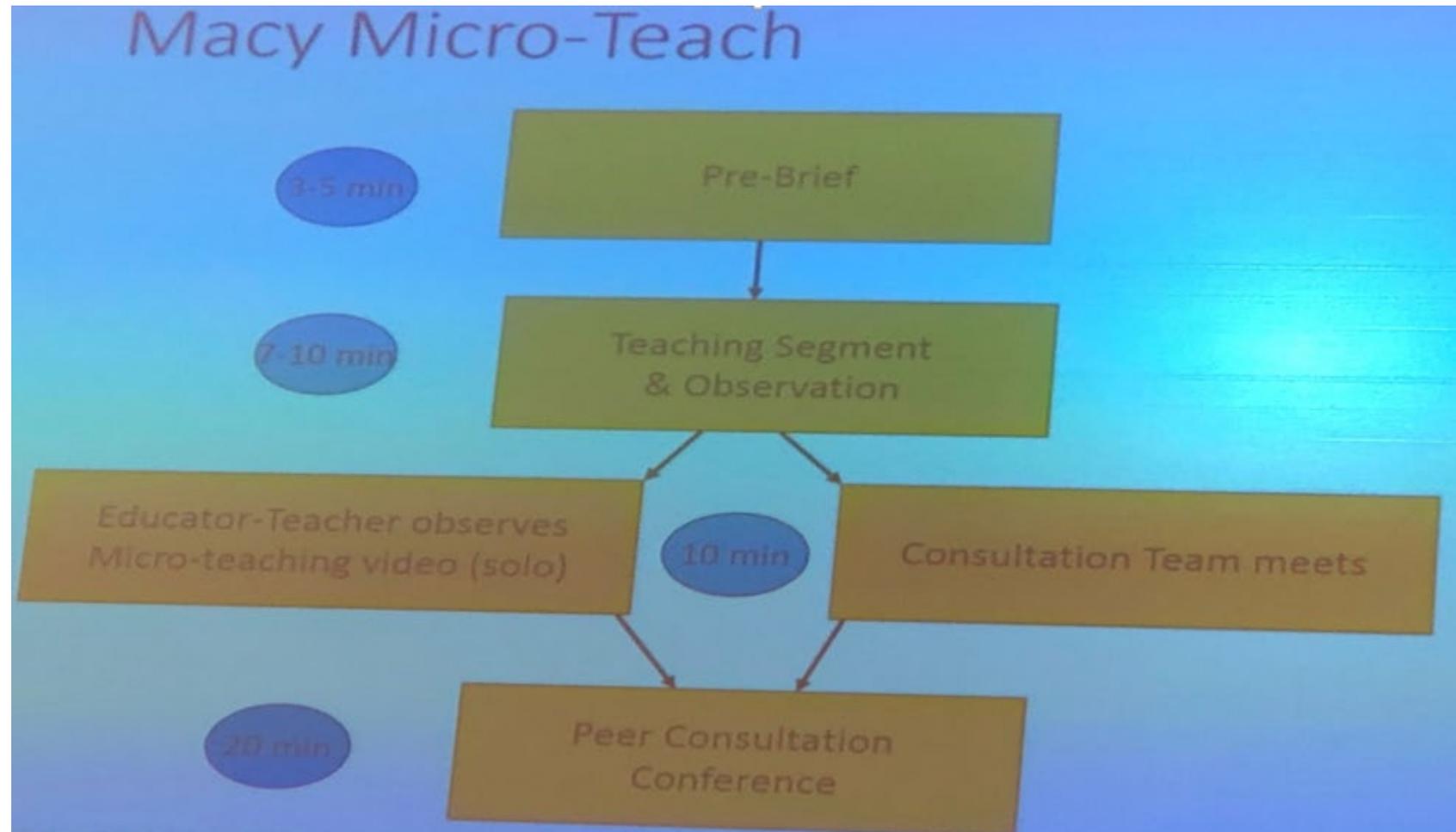
micro-teaching sessions provide an opportunity for each Scholar to present a 7-10 minute teaching segment to a small consultant group of peers, and to participate in a peer consultation group to offer helpful feedback on colleagues' teaching ideas.

The 'pre-brief' can be pre-circulated or presented (more details to follow).

Each of the 7-10 minute teaching segments will be video-recorded on a smart phone (preferably your own).

You immediately view your video in private during the 10 minutes that your consultation team formulates feedback.

You return to hear, reflect and respond to the feedback. Take design decisions away from the consultation.



Pre-Brief:

- **teaching principle(s):** define what principle(s) guide your teaching in the segment you have chosen to teach. Even the most innovative format – if unconnected to the teacher's ideas about teaching and learning will be more difficult to define than a framework-driven session.
- **topic:** define the microteaching segment as teaching that you have done before or new teaching that you would like to develop, in relation to a healthcare professions domain (where and how it fits in the program).
- **context:** explain the circumstances in which the teaching would take place (i.e., large group didactic session, on-the-fly clinical teaching moment, small group interactive tutorial, during clinical rotation as part of an academic half-day, morning report, resident grand rounds...)
- **audience:** define your intended audience (e.g., students, residents, practicing clinicians). Your peer consultants will view your microteaching from the perspective of your intended audience, based on your instructions.
- **guide the feedback:** include 1-3 questions that you would like the consultant group to focus on e.g., use of open-ended questions, constructive feedback, voice and body language, ...)



Principle: never take a passive approach to teaching and learning; always make the **C.A.S.E.** for engaging adult learners:

- **Cooperative Learning**
- **Active Learning**
- **Self-Directed Learning**
- **Experiential Learning**



Role of your ‘consultation team’:

- Listens to the “pre-brief” and serves as the students/audience for the micro-teach segment, then discusses and provides feedback based on the Educator/Teacher questions and observations.
- One member of the group will serve as the consultation team leader

General consultation team information:

- You will participate as a consultant during the micro-teaching segment by invitation of a teaching colleague
- This offers an opportunity to improve interactive solo and group feedback you provide, and consider what you might want to experience, refine, or modify in your feedback practices.
- the consultant team members will embrace the guiding principles of the Educator/Teacher, and consider the teaching within the context, aligning your feedback as a consultant with the Educator/Teacher’s views on connections between the goals, principles, and teaching practice in the 7-10 minute micro-teaching segment.
- each member of the consultant team should carefully observe and take notes during the “pre-brief” and micro-teach segment to share specific feedback (as student and/or peer consultant) during the consultation.
- When reviewing your notes, consider your assumptions – how do these affect your interpretation of the micro-teaching?

Advance your scholarship in medical education by publishing your innovative instructional successes on: **MedEdPORTAL**[®]  <https://www.mededportal.org/authors/>

All submissions must adhere to the six criteria for educational scholarship defined below and be generalizable (i.e., the materials can be implemented at another institution without additional explanation).

- **CLEAR GOALS:** explicitly state the educational objectives of the work from the perspective of the target audience; the objectives are SMART: Specific, Measurable, Attainable, and Realistic.
- **ADEQUATE PREPARATION:** author uses prior work (e.g., existing scholarship and personal experience) to inform and develop the work.
- **APPROPRIATE METHODS:** author uses a suitable approach to meet the stated educational objectives
- **SIGNIFICANT RESULTS:** The goals contribute substantially to other educators and to the field in a manner that invites others to use the work.
- **EFFECTIVE PRESENTATION:** author organizes and presents the work clearly so others can easily use and build upon it.
- **REFLECTIVE CRITIQUE:** author thoughtfully assesses the work and uses review/critique from other sources to refine, enhance, or expand the original concept.

Microteaching with prospective intent to publish on MedEdPortal is a way to gain T&P credit for innovation and scholarship of teaching.

You can ask your peer consultation group to assess your presentation on goals, preparation, method, portability and is designed to provide peer review/critique to refine and enhance your innovations in teaching.

Documentation of the microteaching process contributes substantially to writing up your MedEdPortal submission.

There are faculty in the Dept. of Medical Education with experience publishing and reviewing for MedEdPortal can help you.