

A microscopic image of a tissue section, likely a cross-section of an organ, showing a dense array of small, dark-stained cells. A dark rectangular text box is overlaid on the left side of the image.

WHAT IS MICRO-TEACHING?

<https://www.youtube.com/watch?v=FpoegE1L25Y>

STAGES OF
MICRO
TEACHING:

1-Preparing a
micro lesson:

2-Teaching a
micro lesson:

3-Follow-up

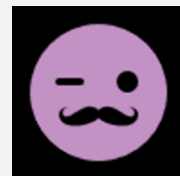
Micro-teaching activities



WHAT



WHY



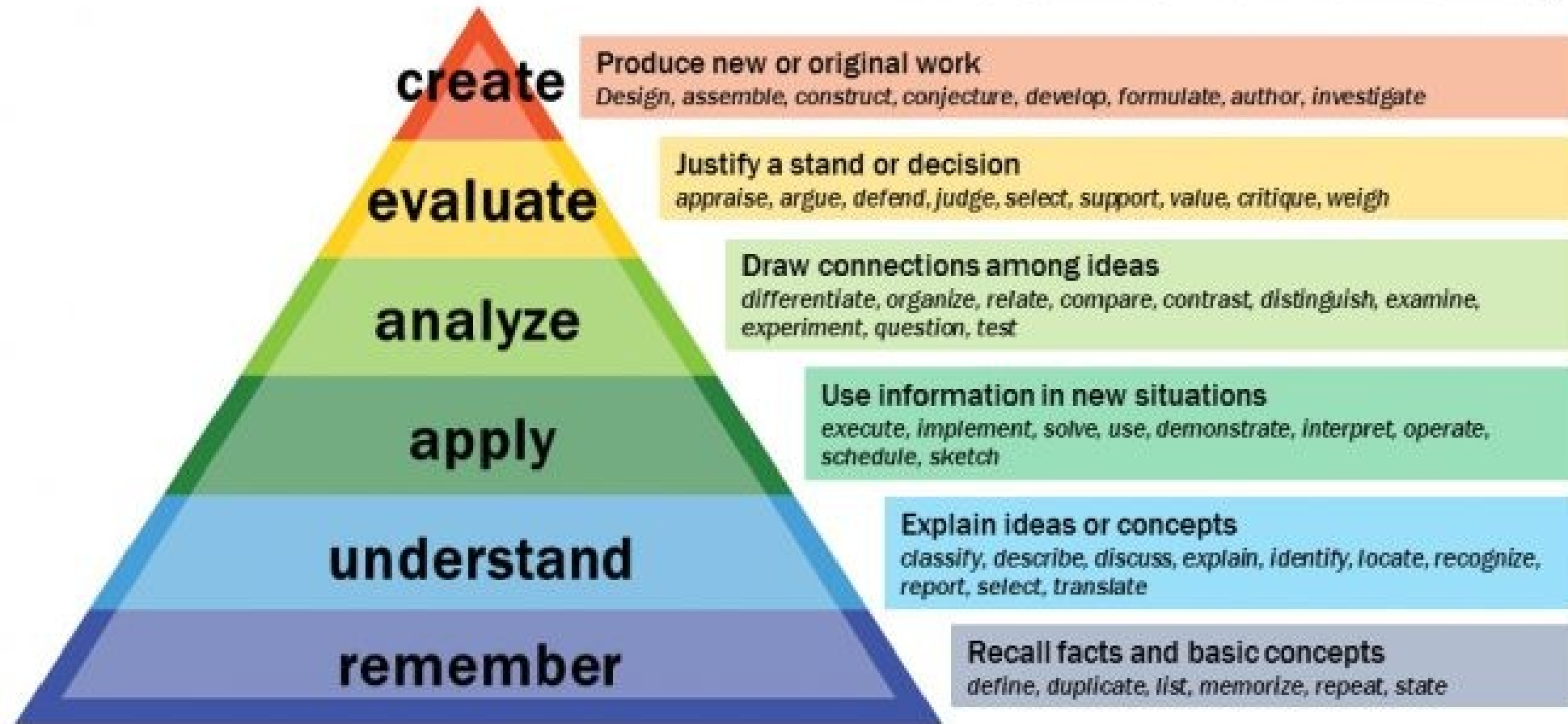
tips, inspiration,
sharing, pooling
ideas, ...

(... shaping
your Friday
micro-
teaching task)

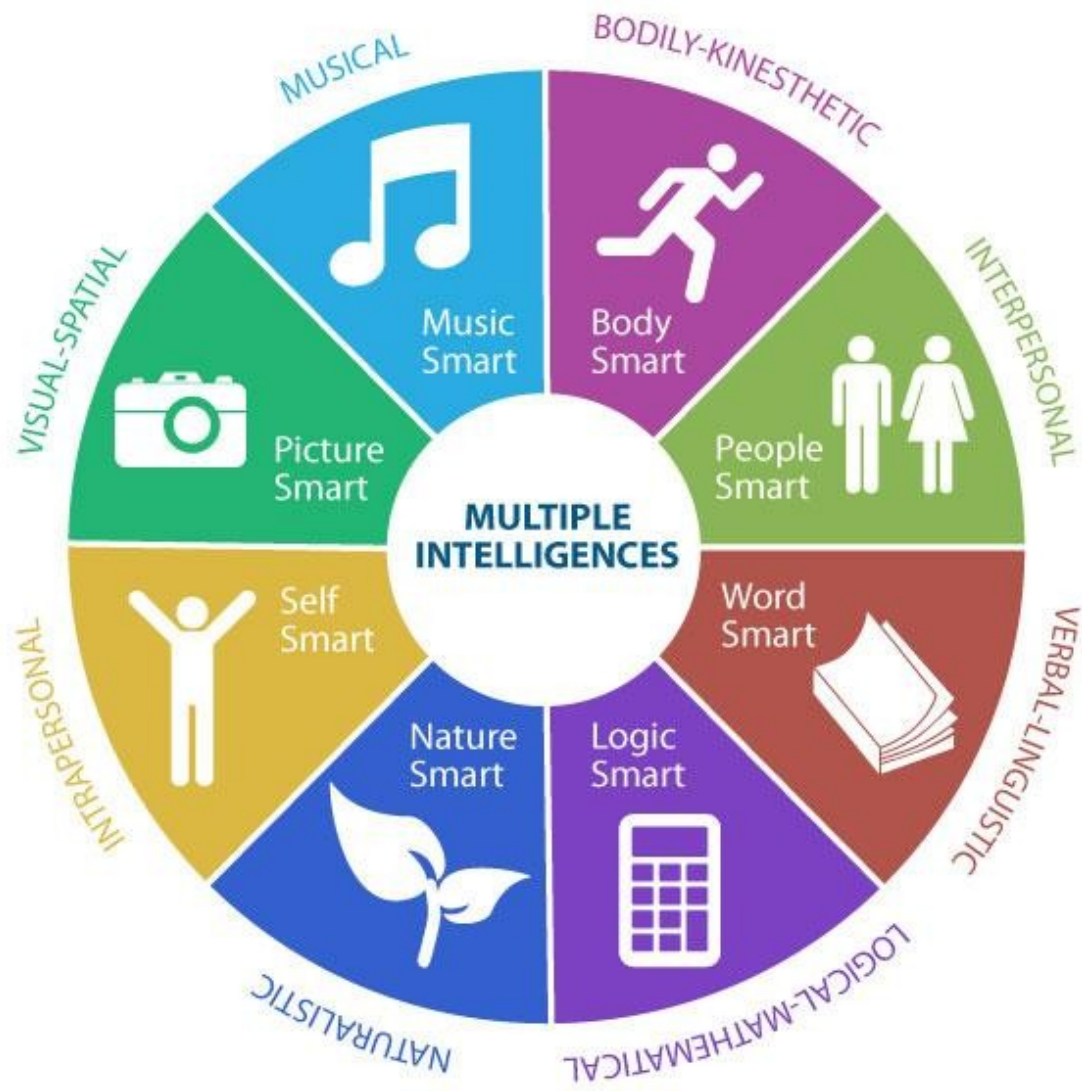
Micro-teaching activities / strategies

- WHAT
- WHY
- **ANY FAVOURITES OF YOURS???**
 - *think about your teaching during the term ...*
... share in groups

Bloom's Taxonomy



Vanderbilt University Center for Teaching



HOWARD
GARDNER:
 MULTIPLE
 INTELLIGENCES



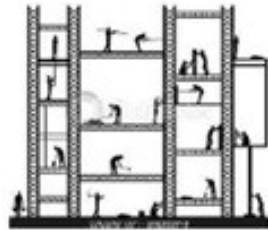
SCAFFOLDING

Scaffolding

- *The idea of scaffolding is based on work by Wood, Bruner and Ross (1976) and Vygotsky (1978). Builders use temporary scaffolds to support a building during construction, and then – once the building can stand alone – the scaffold is removed.*

Scaffolding

- Whenever I provide my students with a task that requires multiple steps, I will structure this for them. This will help them to understand the content a lot better and faster.



Scaffolding Techniques

Verbal Scaffolding (Lang Development-focused)	Procedural Scaffolding (Grouping Techniques & Activity Structures)	Scaffolded Learning Tools
<ul style="list-style-type: none"> • Paraphrasing • Using “think-alouds” • Reinforcing contextual definitions • Developing Qs using Bloom’s Taxonomy • Writing prompts • Following oral text with written text • Elaboration & expansion of student response • Use of cognates • Using synonyms & antonyms • Effective use of wait time • Teaching familiar chunks: “May I go to the bathroom?”, “Excuse me” etc • Clear enunciation and articulation by T, slow when appropriate • Corrective Feedback techniques, especially elicitation, clarification, metalinguistic clues • Songs, jazz chants, rhythm & rhyme • Language Task for graphic organiser 	<ul style="list-style-type: none"> • Using an instructional framework that includes explicit teaching: T-modelling, T-practising & St-applying • 1-1 teaching, coaching, modeling • Pairing/grouping Sts so that less experienced/knowledgeable Sts work with more experienced/knowledgeable ones • Activating prior knowledge • Think-Pair-Share • Personalisation (relating to Sts’ lives) • Jigsaw Reading • Dictogloss • Co-operative Group Techniques • Joint writing project • Process writing • TPR • Roleplays & Simulations 	<ul style="list-style-type: none"> • Graphic Organisers • Using Visuals & Imagery • Word Wall • Making a variety of resources available in class, eg dictionary, thesaurus, etc • Labelled visuals • Pictographs as a success supporting strategy for dictogloss • Videoclips • Online dictionaries like Multidict, in combination with Wordlink • Multimedia

Adapted from ideas presented in Echevarria, Vogt & Short , 2004 by Fortune, T (Mar 2004) with input from immersion teachers

<https://docs.google.com/document/d/1ZfK-SrVh-ccIHFeFhlRnr9GM7fZV3ATbyFzi4vDcfyA/edit>



Dealing with the content



New topic



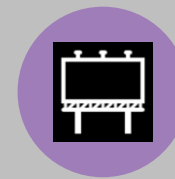
Reinforcing knowledge



Checking understanding



Applying knowledge/skills



->
ACTIVITIES/STRATEGIES?

Look at the activities

entry/exit ticket

<https://lovetoteach87.com/2016/06/02/entry-exit-tickets-for-the-classroom/>

think-pair-share

one-sentence summary

panel discussion

student pictures

jigsaw reading

mind-mapping (concept mapping)

role-playing



Yes, I know this activity.



Yes, I know it and I use it.

Hmm, I can guess.

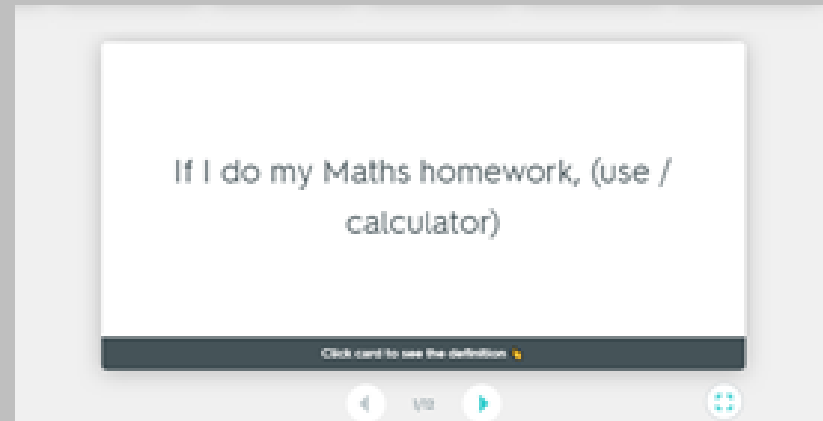
I have no idea ...



Think about using technology:

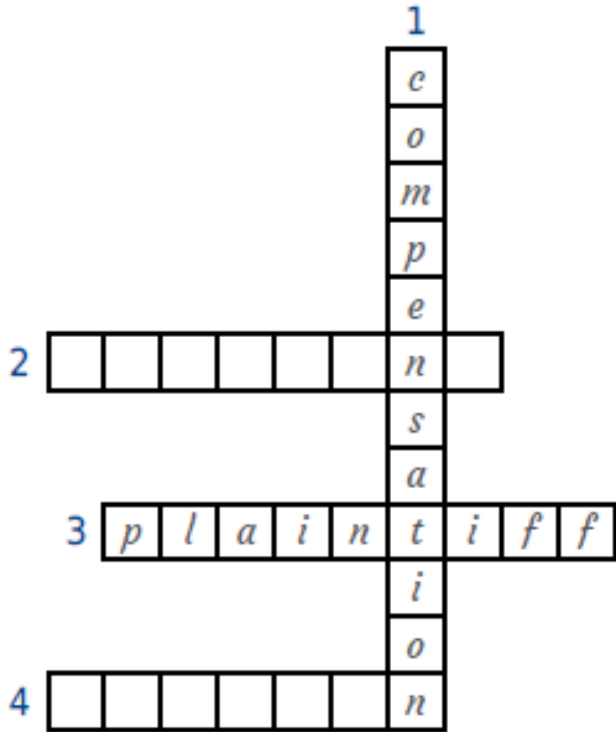
Quizlet.com

<https://quizlet.com/383322907/first-conditional-flash-cards/>





[HTTP://HALFACROSSWORD.COM/ACTIVITIES](http://halfacrossword.com/activities)



KAHOOT.COM

The screenshot shows a web browser displaying a Kahoot! quiz question. The question text is "An agreement between two or more parties for the doing or not doing of something specified". The question number is 27, and there are 0 answers. The question is accompanied by an image of a white 3D figure thinking about a large red question mark. Below the question, there are four answer options: "Contract", "Law", "Approval", and "Deal". The browser's address bar shows the URL "https://play.kahoot.it/#/gameblock/quizid-cb7f5b7c-c688-11e5-ab76-c9281cae70b5". The Windows taskbar at the bottom shows several open applications and the system tray with the date and time "19/11 26.9.2017".

Department of English Lit x | Welcome to Kahoot! Har x | Kahoot! - The Art of Ka x | Kahoot! - Kahoot details x | Kahoot! Play this quiz x | /985

← → ↻ 🇸🇰 | Lincezpečeno | https://play.kahoot.it/#/gameblock/quizid-cb7f5b7c-c688-11e5-ab76-c9281cae70b5

An agreement between two or more parties for the doing or not doing of something specified

27

0 Answers

Skip

▲ Contract

◆ Law

● Approval

■ Deal

haffacrowd (1).pdf | 21124742_101508...jpg | look inside of...jpg | 1103403.jpg | Gallery of civi...jpg | Zlatarica

Windows taskbar: 19/11 26.9.2017

Kahoot.it



<https://create.kahoot.it/1/#/preview/0073eb10-5d04-4423-aa96-57de257937e1>



For quizzes or surveys

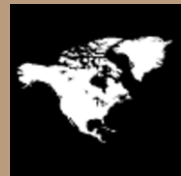
TED talks



Excellent talks with ready-made lessons



<https://ed.ted.com/>



<http://bre.eltkeynote.com/ted-talk-videos/advanced> =
National Geographic resources

Plickers

- You need only one mobile device and a set of cards.
- Create multiple choice questions and see if your students know the answers.
- <https://plickers.com/library> -
<https://www.plickers.com/library/5ad9b7f62f2ccc0004a1d92b>

Create questions
for a video:

- Vizia.co - <http://vizia.co/videos/fb73c282e0fc0f6f126c04/share>

Jing for student feedback/ providing information

- <https://www.screencast.com/t/NZdzsb2Emu>

GOOGLE DOCS?

Yes/ no? What are the
pros and cons?

Dictagloss



- <https://www.youtube.com/watch?v=9CtLanVNKBc>
-



**To be sent to you in 6
months...**

Write a letter
to yourself...

Over to you!

- Think about a class you teach.
- Discuss with a partner which of the activities mentioned today you could use with them.
- Try to make up a quick exercise you could use with them and demonstrate it to us.