

Teaching Methods

Final Microteaching Assignment

To be completed during Week 7. (30 points)

This session will give you an opportunity to prepare and deliver a short (15 minute) engineering lesson that might be part of an actual class you would be teaching, using some of the techniques you will learn during this course. At least one course instructor, one other faculty member, and some of the other students in the class will observe and participate as if we were your students. Your lesson will be recorded for later reflection, and you will receive immediate verbal feedback as well as written feedback on the day of your lesson. Refer to <http://teaching.berkeley.edu/bgd/videotape.html> for tips on how to benefit the most from viewing your individual recording. We encourage you to improve your teaching through self-reflection and sharing with peers and mentors throughout your teaching career. This workshop is a small first step in that direction.

We want you to feel comfortable tackling this assignment, so if you have any questions or concerns feel free to contact one of the course instructors to discuss it further. The assignment is purposefully open-ended so you can pick a topic pertinent to your interests.

If you are having trouble selecting an appropriate topic, here are some examples:

- Explain procedure for a particular type of test that is done in your lab.
- Present/work/guide the class through an example problem.
- Give a *basic* introduction of a concept for a class you are interested in teaching (for example, if you were teaching Design of Machine Elements, you might spend 15 minutes introducing the concept and relevance of column buckling).
- Prepare the class to perform the Main Activity for one of the TEAK kits – see Dr. DeBartolo for more information on this.

Expectations...

...as a **presenter**: Be prepared, bring copies of relevant handouts and coordinate any A/V materials you wish to use (captioning is required if there are any deaf/hard-of-hearing students in the class).

...as a **“student” audience member**: Pay attention in class, ask and answer questions, and generally act as you would if you were really a student in the presenter’s class. Provide feedback to the “instructor” on strengths and areas for improvement.

How Can I Continue to Improve My Teaching? Consider reviewing your video with a faculty member in your department or a graduate student colleague who has been a TA. Watching yourself teach or present is an excellent way to improve your skills; watching the video with someone else gives you another source of feedback.