

Independent Practice - Basic

The following are the elements of the module:

1. Complete one of the **two** types of microteaching previously described: teacher-centered or student-centered.
 - The demonstration must be no less than 8 minutes and not to exceed 10 minutes in length.
 - The lesson you “teach” in class **MUST** include a focus, instructional segment of the lesson (student- or teacher-centered), and a closing.
 - The applications that are integrated into the lesson may **not** include printed worksheets.
2. It is strongly suggested that you work through the **PLUS Tutorial** (Mac Lab Server) before starting your lesson development. You may make a copy of this tutorial for your files. This simulation of a lesson plan may help you in developing your lesson and the associated plan to execute it.

Remember: A lesson plan is a planning document. When composing the lesson, assume you are designing the lesson but another teacher is going to execute the lesson in the classroom. This may assist you in planning all the phases of what you expect may and may not happen. No matter what format you use be sure you include specific list of instructional materials.
3. It is strongly suggested that you start with an existing lesson plan or combination of lesson plans found in the literature or on the Internet (Module 5).
 - This lesson should use the computer applications developed for your unit that have been developed throughout this course.
 - Develop your lesson assuming you have already taught the use of the computer tool. **DO NOT** teach the computer tool - teach your unit content using the tool. You will always have students who may have forgotten how to use certain aspects of a computer application. Handle these situations on the spot. This can be considered “Follow-up/Reteaching”.
 - Be sure to have clear measurable objectives that match your evaluation procedure.
 - Be sure to establish a focus for the lesson. This can be accomplished in many ways: reviewing a previous lesson, using music, a presentation format, etc. In any case, be sure the students are prepared to accept the lesson you are about to present.
 - Use questioning strategies and positive feedback frequently throughout the lesson.
 - Determine an appropriate closing for your lesson (summarize using questions, review main points of lesson, etc.). “That’s all” is **not** appropriate.
 - Analyze the lesson plan that you have created and determine how you would evaluate the students participating in the lesson. An evaluation instrument (test, project, etc.) does not have to be created; however, give a clear explanation of how you expect to evaluate the students at the conclusion of your lesson. The information concerning the evaluation procedures should be written on a separate sheet and placed at the end of the lesson plan. **REMEMBER:** Your lesson objectives are the basis of how the students will be evaluated. Make sure that your



evaluations match your objectives.

4. Submit a word processed lesson plan for the microteaching lesson.

The lesson plan **MUST** include All parts of a well organized lesson (see Microteaching Lesson Plan). A suggested lesson plan format is included with this module. You are encouraged to use this structure.

The following word processing elements must be included in the lesson plan

- Use at least two different fonts and sizes and enhancements such as bold, underline, etc. to focus attention on important points and to make each component stands out.
 - Use the indent marker to “hang” all numbers or letters used for itemizing.
 - Provide a date code, right-justified in the header.
 - Place a page number, centered in the footer.
 - **DO NOT** use tabs except for multiple-column lists or a “leader”.
 - Add at least one graphic object (in-line graphics are not acceptable).
 - Proof-read (this includes spell checking, revising, etc.).
 - Single space within a categories and double space between Categories using the Space After in the Format-Paragraph command dialogue box not an extra RETURN.
 - Correct punctuation and grammar.
 - Name this file **MICRO1**.
 - Create a numbered list of sources used in the lesson and place it at the end of the lesson plan.
5. Observe and evaluate your classmates' microteaching demonstrations. You are required to submit an evaluation form on the microteaching demonstrations of each member of your group to receive credit. During this time your will act as a student for the group member you are evaluating. If you choose, you may evaluate class members in other than your group but this is not required.
 6. Each microteaching demonstration must relate to education, or have an instructional design as a base, **and involve the integration of technology into the Microteaching Experience.**

Your responsibilities are to:

1. Sign up for a microteaching with your group. Be present and prepared on the date chosen by your group. **Redos or make-up are not possible for this module.**
2. After preparing the lesson plan using the format included in the competency, **print** a copy of the lesson plan and accompanying materials for your instructor.
F You may also wish to make copies of the lesson plan for each member of your group (Optional - 4).
F Fill out all portions of your Criteria Sheet for this activity **before arriving** in class.
F These 2 activities must be done prior to the scheduled microteaching date.
F **DO NOT** plan to accomplish lesson plan printing or filling out the criteria sheet in class on the day of your microteaching.
3. Arrive early to set up and prepare the selected technology. If required, prepare files for students to use and place them on each of “your” student’s desktop. You may want to reserve special technology with your instructor at least a week in advance. This includes programs other than AppleWorks, HyperStudio, Netscape and TeachNet.



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4. Each member of the group teaches a lesson while the other members act as the students for that lesson (acting out the part of the grade level or age group specified). This process is rotated until everyone has taught his or her lesson.
5. After the microteaching has concluded, submit a word processed self evaluation using the following format”
 - Please include the questions in your document.
 - Use a 12 point font in other than the default font.
 - “Hang” (reverse indent) the numbers and place your answers under the questions using the indent marker.
 - Block text under the question but do not extend the text under the question number.
 - Proof read (spell check) all answers.
 - Make you answers thorough but concise.
 - Do not exceed a page. Single space within a paragraph and double space between paragraphs using the Format-Paragraph command.
 - **Remember:** A paragraph is defined as “the text between RETURNS”