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Reflections on Teaching

Overall, I enjoyed my time teaching and being able to get feedback on it. Just getting feedback that I did a good job overall was definitely a boost for my confidence in my ability to teach well.

I feel that I did a good job with integrating the PowerPoint slides into the lecture and making them contribute to the students' understanding of the topic. It seemed that the extra effort I put in to the color and animations did make the slides more effective than simply showing changes in the list. While this was time-consuming, it is something I will make the time to do in the future.

Also, I felt that I had a pretty good handle on how well the class was learning what I was teaching. By incorporating formative assessments in my learning plan, I was able to get immediate feedback on what the students were learning. Unfortunately, the assessment revealed I was moving too fast. Had I not been under the time constraints of microteaching, I would not have moved ahead so quickly and I would have provided additional informal examples.

In watching myself teach, I felt that I moved too quickly at some points. When I was teaching, it seemed as if there were some places where I was afraid students might be getting bored, so I rushed, or when they didn't respond to a question right away, I rephrased the question too quickly, not giving the students time to think. When I was watching myself, especially when going through the examples in PowerPoint, it seemed as if I would have been more effective if I had just paused a second or two to let things sink in a little more and give the students time to reason out the next step for themselves.

Also, I feel that I need to be more confident in my teaching. There appeared to be a correlation between the times my voice became difficult to hear and my being unsure of what I wanted to exactly say. For instance, when presenting the case studies, it wasn't clear in my mind whether I should let the students read them on their own, I should read them directly off the slides, or if I should paraphrase them off the slides. It seemed that my voice trailed off at that point.

In light of this, I will need to review my plan for class to make specific decisions on how exactly I will do things at certain points. I suspect that as I gain experience teaching, the need to do this will diminish as I being to learn what works and what doesn't.

In the future, based on the comments I received, I'll try to make the relevance of the day's topic more apparent at the beginning of the lecture, as well as try to more clearly outline the plan for the day for my students. I realized while being a student for others' microteaching how important this seemingly minor addition is.

Overall, I feel the experience of microteaching was a great benefit to me in helping me improve both my methods and my confidence in being a teacher.