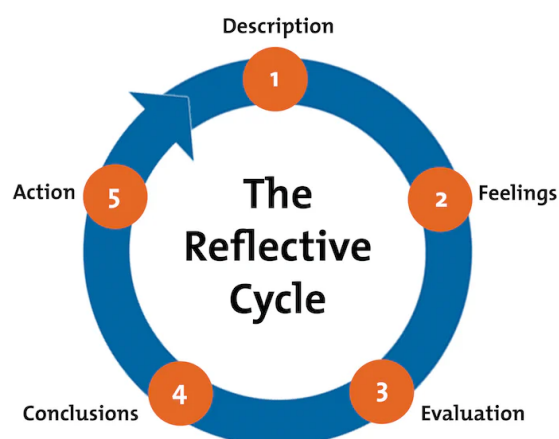


Reflection on Micro Teach

Reflection is crucial to my growth since it will help me better my ways and draw lessons from my previous experiences. I have been using Gibbs' Reflective Cycle to do this. This method of writing has been helpful in the way I structure my reflection. Gibbs Reflective Cycle is an evidence based self reflection tool that has helped me review my experience and show me new ways of improving and getting extra ideas. It encouraged me to look at every aspect both positive and negative and learn from them. The cycle helps me as a teacher by giving a clear example on how to look back on the lesson (Gibbs, 2022).

Figure 1-The reflective cycle



Being a lecturer requires reflection on a regular basis. This enables you to assess your performance after a lecture and make adjustments for the following lecture (Cushion, 2018).

The lecture I had planned for the micro teach was on rugby analysis. In the aims for my lecture I had aims that were achievable within the timeframe, but in the aims I used understanding as a way of knowing the aims have been met. This is not a good way of measuring the success of the lecture as understanding is not easy to measure.

At the beginning of the lecture it was planned to gain the entry level of knowledge of the students to have an idea of how much they knew on the topic already. This is a good idea as then I know how much or little they already know. This was over looked in the lecture as I was quite nervous and forgot to gain entry level knowledge from the students. Later on in the lecture I then found out though group work on everyones knowledge. As there were some students that did not fully understand next time I should play the example clip twice to ensure full understanding of what is meant and what we will be looking for.

The use of PowerPoint worked well within the lecture as it was easy to read and had little amounts of words on each slide which I then expanded on with my own knowledge. The video usage was also done well as they were appropriate to the topic. To improve upon the slides next time possibly use slide numbers to add on the clarity of each slide.

The use of group work went well as they had a task early on to keep the engagement and also gave me time to gather my thoughts. In the plan the students were given five minutes to work on this task but they were done before this time had finished. Asking if they had finished was good as they would have been sat there waiting for the timer to finish and then become bored. Once they had finished they gave good answers and praising them for the answers worked well as they grew more confident to answer questions later on in the lecture. Building on the students and aligning them with mine was good as it shows they had done the task correctly.

The lecture flowed really well from task to task and there were no sticking points within the lecture where I would have to move on or take too much time on a section. There were times where students were talking on the side but I did not notice during the lecture but was made aware afterwards. In future I will make more of an effort to look for these things.

Reflection in action was used well during the lecture as the original plan was to get each group to look at both attack and defence, this would have been too much for each group and taken too long so I changed it to be one group has attack and one group has defence. This was good as they only had to focus on one side and I also had enough clips to have them switch from defence to attack and vice-versa. On the last clip I also gave them a choice on which one they would like to do to.

At the end of the lecture I had planned a re cap quiz to test that the students had followed the lecture and were listening through out. This worked well but I had not familiarised myself with the website enough and had to ask a student to help me with it. This then took some time which led to the lecture running over the time in the end.

To conclude next time I will keep a copy of the lesson plan with me, this will ensure that I will not forget to get entry level knowledge from the students. Zurmehly (2004) states in a study that gaining the entry level of knowledge of students is important as this will allow the teacher to differentiate the class from the beginning and this will allow the teacher to put more or less of an explanation on the content depending on the classes knowledge.

Another thing the next time I will be doing is improving my knowledge on any technology tools I use such as an online quiz, video or games. This will better my lecture by keeping it within the time frame and keep the engagement of the students as they will not be waiting for me to set up the online tool. According to studies Kabil and Ilyas (2023), digital tools encourage collaborative learning by involving students in the creation, assessment, and sharing of information. Particularly in higher education, the usage of online collaborative whiteboard systems has grown significantly.

Gibbs' Reflective Cycle: Helping People Learn From Experience (2022). Available at: <https://www.mindtools.com/pages/article/reflective-cycle.htm> (Accessed: 9 October 2023).

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Zurmehly, J., 2004. The relationship between educational preparation, autonomy, critical thinking, and job satisfaction, Walden University.