



MODULE CODE: ECPT6014

ASSESSMENT COMPONENT: A1

Microteach Session

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AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or No against each element)

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NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

Introduction

This critical analysis reflects on my micro-teach session, 'How to Overcome the Fear of Public Speaking', it evaluates the feedback received from my peers and assessors. The feedback highlighted strengths in my planning, preparation, communication, learner engagement and my ability to create a safe and inclusive learning environment. I have chosen to model this reflection with Brookfield (2017) as it feels as though using the 4 critical lenses will help me to analyse my feedback in detail.

The feedback also highlights areas for development. Reflecting on this will help me evaluate my teaching practice and identify strategies to improve my confidence, effectiveness and support for diverse learners.

Peer 1

The feedback I received from Peer 1 highlighted several strengths in my delivery. They stated that I engaged the group from the beginning, created a positive atmosphere and maintained good energy throughout the session, which supported learner participation. They also highlighted how my use of questioning and collaborative activities, such as 'think pair share' and the '30-second challenge', encouraged learners to contribute and learn from each other. Another strength was the variety of teaching styles and learning methods I used. I found the 'think pair share' to be highly beneficial for my learners due to Vygotsky (1978). Vygotsky's social constructivist teaches that learners develop knowledge through social interaction and collaboration with peers.

However, Peer 1 also identified areas for improvement. They believed I needed to be more confident in my delivery and avoid unnecessary apologies, as I made several self-deprecating jokes. Although apologising can show consideration for learners, doing so unnecessarily may undermine my confidence as a facilitator. Moving forward, I will focus on recognising my strengths and trusting my preparation.

Peer 1 also highlighted my timing and stated that I went over the allocated time of 30 minutes by 10 minutes. In future after receiving this feedback I would improve activity sequencing, pacing and adapting tasks to the smaller group size, this will allow me to create a balanced, inclusive learning environment that supports concentration and engagement.

Overall, the feedback demonstrates that I created an engaging and inclusive learning environment. My key development areas are confidence, pacing, activity sequencing and adapting activities to the size of the group, which I will apply to future teaching practice.

Peer 2

The feedback I received from Peer 2 highlighted a number of positive attributes of my micro-teach, particularly the way I planned, organised and delivered the session. The

commented that the lesson was well structured and visually professional, with a clear introduction and conclusion that they believed helped the session to flow effectively. This was very positive for me as I spent time preparing and rehearsing, which contributed to my confidence and helped me deliver the lesson in a natural and organised manner.

They commented that my confidence, enthusiasm and friendly approach created a safe and inclusive learning environment. This was important when teaching about fear of public speaking, as learners may feel anxious taking part in activities such as the '30-second challenge'. This encouraged practical participation, supported the learning objectives and helped learners build confidence. Peer 2 also noted that these strengths linked to professional standards.

However, the feedback identified areas for improvement. The session ran ten minutes over, showing that I need to improve my time management. In future, I will set specific timings for each section while allowing time for questions and discussion. Peer 2 also suggested using more academic research, as this would provide a stronger theoretical foundation. I will use more academic resources in future lessons.

Peer 3

Similarly to Peer 1 and 2, Peer 3's feedback stated that my planning, preparation and delivery created an engaging learning environment. A key strength was my preparation and research into the topic I was teaching. They stated that my PowerPoint was clearly structured and aligned with the topic of overcoming the fear of public speaking, keeping the content focused and relevant to the learning objectives.

My delivery was also a strength, with feedback highlighting my energy, confidence and positive atmosphere. They stated that I encouraged participation from the beginning and maintained a respectful environment that supported learner confidence and engagement, reflecting my commitment to learners' learning, safety and well-being.

The areas for improvement that I received was extremely similar to peer 1 and 2, as peer 3 also commented upon my time management although they did note that the session ran longer than planned due to learner engagement, exceeding the allocated time. In future, I will set clearer time limits, monitor activities closely and prioritise key activities and shorten an activity if discussions take longer than expected. In order to control class led learning discussion time I will allocated time for students to discuss topics in a controlled way so that lessons don't exceed allocated and planned timings.

Peer 4 baz

Once again the feedback from peer 4 reflects that of 1, 2, and 3 and further adds that I demonstrated that my planning, delivery and learner engagement were effective. A key strength was the clear structure and sequencing of the session. They commented that the activities supported the learning objectives and allowed learners to actively engage with the topic. They added that my opening slide and questioning were particularly effective in

gaining attention and encouraging the participation from my learners. Creating a safe and encouraging space for my learners is vital to teaching as it reflects the practice of Maslow (1943)

They agreed with the previously mentioned peer feedbacks that my communication and energy were also identified as strengths. Peer 4 believed that I used prompts to encourage active involvement, while the 30-second presentation activity challenged learners to speak spontaneously in a manageable way. Using personal and practical examples also made the topic more relatable and relatable to learners. I selected the 30-second challenge due to Kolb (1984) as Kolb's describes how knowledge is created through the transformation of direct experience.

The feedback recognised my ability to approach sensitive topics respectfully. Asking learners if they were comfortable before starting a discussion, of personal experiences demonstrated consideration for their dignity and well being and supported an inclusive learning environment.

However, Peer 4 suggested I improve my teaching style by providing clearer written instructions and slowing my speech to emphasise key points and give learners more time to respond. They also advised improving activity sequencing, balancing theory and practical exercises, managing pacing and adapting activities to the group size. I should also manage my energy and avoid unnecessary self-criticism and self-deprecating jokes. Overall, this feedback has helped me improve my communication, confidence and teaching practice. In future, I will use this feedback to build my confidence, while still being open and honest about mistakes to create a safe environment for learners.

Feedback from observing lecturer

The feedback I received from my lecturer Mark Flagg was extremely positive. Mark stated that I demonstrated a confident, engaging and upbeat teaching style, with strong classroom presence and effective presentation skills. He commented that my pacing and timing were appropriate, particularly during activities, which helped maintain learner engagement. He also praised my use of warm-up exercises, video and group activities for encouraging participation and creating a collaborative student-led learning environment. This feedback has given me greater confidence in my teaching going forward.

However, the feedback from my observing lecturer also identified areas that I could improve the clarity and effectiveness of my planning. For example, my lesson aim could be "simplified into one clear sentence", while the learning outcomes should use measurable and testable verbs rather than terms such as "understanding". This advice will help me as I have now been advised that it would make the intended learning more explicit and allow learner progress to be assessed more effectively. I also need to strengthen my assessment strategy by clearly distinguishing between formative and summative assessment. Additionally, that I could develop my use of prior knowledge by asking learners to relate the topic to their own experiences. Finally, simplifying the visual content on the 'Bodie' theory slide, particularly by highlighting key words, this would help me to improve accessibility to learners that view long paragraphs as difficult to understand and focus on. Overall, this feedback has reinforced my confidence while providing clear, practical targets for my future teaching development.

In order to apply this feedback in future I will write one clear lesson aim that explains the overall purpose of the session. This will help both learners and asserts to understand the aim of my lesson from the start. In relation to the feedback from the theory slides I will use key words, bullet points and visual elements to make information easier to process for learners. I believe that is will also help to further engage Lernerers in my sessions and prevent dulls in energy and attention.

Conclusion

In conclusion to this analysis of feedback I believe that al the feedback has helped me to identify clear areas for development, in my future teaching practice. I will woke to improve my confidence by learning to trust my ability and preparation to reduce stress and unnecessary self criticism. I will learn to manage my timings and time management of tasks, activities and group discussions. Due to they feedback I now feel more comfortable setting lesson plans as this was my first one and now in future I know that I need to improve my planning and lesson plans. I will do this by setting one clear aim, measurable learning outcomes and appropriate formative and summative assessments. This feedback I have received has been also helped me to identify that I need to develop my use of prior knowledge by connecting learning to learners' experiences. And finally I will also now be able to develop in my powerpoint presentation as I now know that o need to simplify my slide so that they are accessible and engaging to all students by highlighting key information and providing clearer written instructions to support diverse learners.

Bibliography

Brookfield, S.D., 2017. *Becoming a critically reflective teacher*. John Wiley & Sons.

Kolb, D.A., 1984. Experiential learning: Experience as the source of learning and development (Vol. 1, No. 1, pp. 270-289). Englewood Cliffs, NJ: Prentice-Hall.

Maslow, A.H., 1943. A theory of human motivation. *Psychological Review*, 50(4), p.370.

Vygotsky, L.S., 1978. Mind in society: The development of higher psychological processes.

Link to power point

<https://canva.link/inhvwfrcds07vq9>

Feedback from peers

Peer 2

Section Two:

Please comment on the below:

Planning and Preparation:

- The presentation is very pleasing and well designed for the subject matter
- The presentation has a clear and well-defined structure with an effective start and end
- You seemed like you had been practicing giving your presentation. This made for an effective lesson
- The use of journalistic sources on the subject helped to show your presentation was informed and effectively researched.

Teaching and delivery:

- You were very confident while presenting. This formed an effective, natural connection with the topic and it showed the class that you were the right person to teach this lesson.
- You were very energetic and friendly, which helped create a safe and inclusive learning environment.

Links to professional standards:

V2 You promoted a safe and inclusive learning environment where everyone could engage with the lesson

V3 You used evidence-based information to inform your presentation and your approach to the lesson

What went well:

- You were able to clearly and effectively deliver the learning objectives through your Canva slides and in the way you conducted yourself in your presentation
- The activities were not only engaging and effective but also enjoyable. Getting people to participate in the act of public speaking was very effective at achieving learner outcomes. This also led to a more inclusive and safe learning environment.

Areas for development:

- The lesson did go around 10 minutes over time; it would be good for you to manage the time more effectively.
- While the sources you included were good, you could have included more academic resources to educate the class
- You could have referenced the popular 5cs of confidence as a means to achieve learner outcomes

Peer 3

Section Two:

Please comment on the below:

Planning and Preparation:

Clear from the onset, you had spent a lot of time prepping and researching your powerpoint, Your powerpoint did exactly what it said on the title

Timing where a little out, but this was due to being so well delivered and getting the audience attention.

Teaching and delivery:

Whole presentation had a lot of drive in it, the atmosphere and energy was great.

The tools you had prepared fitted in well with your subject matter

2 / 2

Links to professional standards:

Demonstrate commitment to learners, their learning, safety and well-being

Encouragement to engage was clear from the start and everyone safety was endured to

Demonstrate commitment to learners, their learning, safety and well-being

The whole was included in your delivery, and the respect was shown to all

Know how to use evidence and research to improve my practice

Clear you had researched your subject matter and you had checked all research was up to date

What went well:

engagement with the group

Delivery from start to finish

Areas for development:

Timing as the time allocated was minutes and the session was nearly an hour, but this was due to everyone being involved and energises to take part .

Peer 4

Section Two:

Please comment on the below:

Planning and Preparation:

- Good preparation of the structure and sequencing.

Teaching and delivery:

- Good clear speaking / Good energy.
- Good prompts to get active involvement from all the learners building inclusivity
- Exercises got good engagement
- Good to see the video that detailed methods to meet the aims and learning objectives

- The 30 seconds presentation was great as it makes the learner think on the spot applying pressure but 30 speaking is not too long.

Links to professional standards:

Inclusive engagement

- Inclusive engagement calling in Tom during the question and answer as all learners were engaged with.
- It did demonstrate dignity, courtesy and respect towards others by asking first if its okay to proceed or tackle sensitive subject and sharing of learner's experiences.
- It did plan and deliver effective learning, teaching and assessment via the slides and meeting the aims and the four learning objectives.

What went well:

- The engagement was well planned and brought in from the positive energy.
- Very good framing of the opening slide and questioning
- Subject matter linked to personal case examples to bring into reality.
- Very good break down and real-life explanation on equality slide.
- Excellent slide and explanation of equality
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Areas for development:

- Would be good to have written on the board what you want the students to do? for the exercise.
- Might be and positive in communication slow down speech intonate words and wait on learner feedback.
- Try not to self-criticise yourself you're doing great. Keep it positive.
- Would be good to reduce any spikes in energy let it flow at a mid range to assist learner concentration.

Peer 1

Section Two:

Please comment on the below:

Planning and Preparation:

Well planned presentation with research and theory used to help underpin the message

Teaching and delivery:

Great theory as it underpinned what you were conveying in the learning outcomes.

Exercises were varied and really involved everyone in the room

You started with the learning objectives and then ended with a summary to ensure they had been met.

Links to professional standards:

Demonstrate commitment to learners, their learning, safety and well-being – You engaged the group from the beginning and provided the opportunity to introduce the subject whilst establishing the needs and understanding of the group.

Value and promote diversity, equality of opportunity and inclusion - You included different learning styles in your delivery and engaged with the learners by asking questions, and then getting the learners to work together.

What went well:

I think you engaged with the group well, there was an excellent energy within the group

You had well thought out exercises with theory to underpin your topic of discussion.

The resources used were varied including a link to a video to help promote the points of discussion.

Areas for development:

Be kind to yourself, you have a brilliant energy and a passion for helping people grow but you spend time apologising when you do not need to.

Consider breaking up the activities with information between, the exercises were great but they could be spaced out a bit so when the theory can calm the energy, the exercises will bring that energy back up.

Exercises were varied but could have changed the adaption of the group exercises to a whole group discussion as it was such a small group.

Lesson Plan

Topic: <i>How to overcome nerves before public speaking</i>	Class:	
Date: Wednesday 23 rd September	Length of lesson: 30 mins	Number of students:
Resources required:		
Aim of Lesson Students will be able to identify the causes and symptoms of nervousness, apply these techniques to manage nervousness, apply these techniques to manage nervousness, reflect on how their thoughts and behaviours influence their performance.		
Learning Outcomes – The Learners Should Be Able To: Understand that making mistakes is a normal part of communication and that effective communication does not require perfection. Develop confidence through gradual exposure to public speaking and pressure speaking activity. Learn and practice techniques for managing nervousness, including deep breathing and grounding techniques.		
Previous student knowledge required for the session: Basic understanding of public speaking and some experience of public speaking. They should be able to recognise common feelings of nervousness. No knowledge of theory needed.		
Anticipated difficulties (if applicable): Lesson has been built with the intention of helping learners to better prepare them for public speaking in future sessions. Some learners may be apprehensive with certain activities thought to be difficult. As this is my first lesson teaching, I am conscious of my tone. To attempt to combat this I will try to make the lesson more interactive in response to understanding.		
Professional Standards (where are these being met): Learners leading learning. Assessment – 30 second presentation/cold calling. Differentiation – Adaptation of lesson pacing to suit individual needs. Developing new techniques. Evaluating the impact of changes in practice. Building of confident individuals. Exploiting own knowledge of subject. Cross-curricular themes.		

Lesson Detail:

Stage	Focus	Strategy	Time
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Introduction	Understanding public speaking nerves and recognizing that anxiety is a normal response.	Whole class discussion and questioning – I will ask students what makes them nervous about speaking and what physical/emotional signs they experience. Introduce the key idea of managing rather than eliminating nerves.	5 mins
Development	Activity 1 Think-Pair-share: Rank the statements from scariest to least scariest Activity 2 Developing physical confidence and awareness of posture, body language and breathing. Activity 3 4–6 Breathing. Learning to regulate breathing and manage physiological symptoms of nervousness. Activity 4 30-Second Challenge Building confidence through practicing public speaking in a low pressure situation. Activity 5 “Worst Speech Ever” Challenging perfectionism and fear of making mistakes or being judged.	Experiential learning / physical activity – students stand, adjust their posture, breathe deeply and use their voice to experience how physical preparation can influence their readiness to speak. Guided breathing / relaxation technique – teacher models breathing in for 4 seconds and out for 6 seconds, students practice for 4–5 cycles and reflect on how they feel. Gradual exposure and active participation – students prepare briefly and deliver a 30-second speech on a familiar topic. Follow with reflection and discussion about their thoughts and physical responses. Modelling, humour and reflective discussion – teacher intentionally makes mistakes during a short speech. Students identify the mistakes and discuss whether they were actually as significant as they expected.	2 3 mins
Plenary/ conclusion			2 mins

Assessment Strategies: when and how are they included within the lesson?

Turn and talk.

Collaboration between peers.

Cold calling to test understanding after self-directed study and compilation of ideas.

Informal reflection (to be completed after the session)

Lecture feedback

PGCE/ProfGCE/PCE (PCET) Teaching Observation Record

Guidance on the use of form

This form is intended to be used to record feedback from formally observed teaching sessions including micro-teaching.

The trainee teacher should complete Section 1 in advance of the teaching session and forward the completed form to the scheduled observer.

They will then provide feedback to the trainee based on the headings indicated in Section 2 and suggested areas for feedback.

However, this is not intended to be prescriptive in nature, but rather to promote dialogue on the quality of the teaching that has been observed in order to provide guidance and to inform targets for future professional development for the trainee teacher.

Section 3 should be completed by students following receipt of the observation feedback as a reflection on the feedback obtained and the suggested points for development or targets these should then be reflected in section 1 of the next observation.

Section 1: Trainee Teacher Notes

Trainee teacher: Millie Mulligan	Observer: Mark flagg mark.flagg@uwts
Date: 23 rd September	Time: 11:45 – 12:15
Topic: How to Overcome Fear of Public Speaking	Group:
Setting (classroom, workshop)	Number of learners:

Please note here any information you feel would be beneficial for your observer to be aware of prior to the start of the lesson, such as your rationale for a particular teaching approach, how this lesson fits into the

This lesson uses a practical, learner-centred approach to help students understand and manage public-speaking anxiety. Activities combine discussion, breathing techniques, gradual exposure and reflection. The lesson supports wider communication, confidence and presentation skills, while creating a supportive environment where learners can

Please note here any specific areas that you would like to request feedback on from your observer, for example delivery style, planning and I would appreciate feedback on my delivery style, particularly my clarity, confidence and ability to engage learners. I would also welcome feedback on the effectiveness of my teaching strategies and activities, classroom management, pacing, and whether the lesson objectives and

Targets/areas of development from previous observations to be considered (this should be informed by students reflection and feedforward obtained in previous observation – if first observation please N/A

Section 2: Observer Feedback

1. Lesson planning and preparation:
For example (but not limited to)
 - Lesson plan (structure, detail provided, variety of activities, appropriate)
 - Resources prepared (clarity of any slides used, handouts provided, accessible)
 - Learning outcomes (suitability of outcomes for learning group and s

Thank you for sending me the lesson plan and materials. I have a few suggestions, rather minor ones.

- The aim- you could simplify the aim into one sentence, expressing what the lesson aims to achieve.
- Learning outcomes – Think of a verb that you can use instead of understand, which is testable, i.e. knowledge.
- Prior Knowledge and Experience – does anyone have experience of this? (provide examples)- you may have to ask was it bad/good- so that I know what is in it for me
- Assessment – state what the formative and summative elements of the strategy.

2. Teaching and delivery:

For example (but not limited to)

- Lesson start/conclusion (timing, sharing and reflecting on outcomes met?)
- Classroom presence and presentation skills (appropriateness of teaching methods used)
- Pace of lesson and use of time (inclusiveness of lesson for all students, workload expectation on students and impact on well-being)

A very confident teaching performance, which was very engaging, in which you set the tone for the whole session. You had excellent classroom presence, and superb presentational skills. The pace of the lesson was entirely appropriate for the lesson. The presentation was clear and of a high quality. The timings were very well managed,

3. Professional knowledge and skills

For example (but not limited to)

- Subject or vocational knowledge (familiarity with the subject being taught, ability to answer questions)
- Clear expectations for learning and behaviour (formative and summative assessment, checking on student knowledge)
- Identification of and engagement with professional standards (which standards, evidenced and where)

You demonstrated superb grasp and knowledge and put a great deal of energy into the lesson. You set a high level of expectation for the lesson and got the learners involved by getting them to participate in warm up exercises. You chose a superb video for the lesson, the learners provided positive feedback about the video. Great facilitation of the group activity, with some very useful content gathered from the learners. This meant that the lesson had a 'group learning' feel and tone to the

4. Points for future development (no more than 3). Where possible these should be identified in negotiation with the trainee teacher.

You may want to simplify the visual appearance of the text on the Bodie s highlight the key words. It is a very useful model however, ideal for this pr
You have demonstrated a superb, engaging teaching style, on this first te
observation /microteach. Which is an extremely positive thing to observe.

5. Areas of Strengths observed in this lesson

Your really upbeat and confident teaching style. You demonstrate confidence in your teaching.

The choice of activities was superb , and made for a really great lesson.

Section 3 :Student teacher reflections:

Note here your reflections on the lesson itself, the feedback obtained and any plans you have to address the development points notes.