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Practical Teaching Session

Critical Reflection
on the
Micro-Teaching Experience

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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.

Introduction

This reflective account discusses my recent experience preparing and delivering a micro-teaching session as part of the Teaching Toolkit 1 (ECPT6003) assignment in the PCET programme.

The session, titled "Introduction to Emotional Intelligence," was delivered to peers using a PowerPoint presentation (PPP), with the module lecturer acting as an observer.

To structure this critical reflection, I have chosen the Driscoll Model of Reflection (Driscoll, 2007, pp. 27–50), which is based on three key questions: What?, So what?, and Now what? This model was deemed particularly suitable due to its simplicity and word count constraints, especially compared to more complex, verbose reflective models.

This reflection-on-action aims to critically analyse the planning, delivery, feedback, and learning gained from this experience, while elaborating on development areas for further improvement in my teaching practice.

Critical Reflection

What?

I chose Emotional Intelligence (EI) as the topic for my 30-minute PPP, focusing on Daniel Goleman's model of EI (Goleman, 2020, pp. 12–25). This choice was informed by my background in business management and the opportunity to build on our PCET lectures on motivation and resilience, thereby expanding my peers' understanding of EI.

In this session, I aimed to work within the Zone of Proximal Development (Eun, 2019) to support learners' progression. I adopted constructivism (Dennick, 2016) as the learning theory because of its suitability for the topic, setting, and learners' abilities, allowing participants to link personal experiences with new knowledge through active engagement, guidance, and structured PPP.

The content and context – including learners' diverse backgrounds, potential differences in learning styles, the lesson topic, and the physical setting – dictated my teaching strategy. To maximise engagement and support knowledge acquisition, I used a mixed-strategy approach that included a lecture, discussion, Q&A session, and quiz (Reece and Walker, 2007, pp. 100–140). This teaching strategy aligned with the Facilitator and Content expert roles, which I chose for my teaching style (Grasha, 1996, pp. 19–20). I also applied appropriate Bloom's Taxonomy verbs (Newton, Da Silva and Peters, 2020) when setting the lesson outcomes to ensure clarity and measurability (see Figure 1).

Learning Outcomes – The Learners Should Be Able To:

- **Define and conceptualise Emotional Intelligence through theoretical and historical development.**
- **Identify the five main components of EI using Goleman's EI model.**
- **Reflect on their own EI strengths through a short activity.**
- **Discuss why EI is important in personal and professional life.**

Figure 1: Learning Outcomes.

All required resources and information were included in my lesson plan and submitted to my tutor before the micro-teaching delivery.

During the session, I made several apparent mistakes that I noticed while reflecting on the action and confirmed after reading my peer and tutor feedback. My stress and lack of thorough preparation were major contributors to oversharing (I told my peers that I did not have enough time to go through the slides myself) and time management issues (ambitious planning without consideration of practical implementation and realistic timing between the slides). As a result, in the remaining 5 minutes of the session, I had to rush through the remaining slides (slides 8–12), which affected the quality of the teaching and left insufficient time for the Q&A section.

However, on the bright side, I managed to stay calm (at least visually), maintain a comfortable speech pace, and keep a high level of engagement with the learners. I addressed the IT issues promptly, avoiding unnecessary time loss. Also, my peers and tutor provided some positive feedback (see Figures 2 and 3).

Strengths

- **Simplified complex ideas effectively:**
You showed a strong ability to break down complex concepts into clear, understandable parts. This really supported my learning and made the session feel approachable. You had clearly displayed a consideration for entry behaviour to the topic.
- **Clear and engaging PowerPoint presentation:**
Your slides were well-structured and easy to follow. Breaking the topic into smaller, manageable sections helped maintain engagement, and the use of quotes to summarise key ideas added real value. You also had a great blend of passion and knowledge which helped trust in what you were saying and boosted my engagement.
- **Calm and resourceful handling of technical issues:**
When the quiz didn't work, you adapted quickly by offering learners the option to complete it in their own time. This showed good problem-solving skills and ensured that time wasn't wasted on trying to fix something that couldn't be resolved easily in the moment.

Figure 2: Peer Feedback.

You were able to tie in previous presentations from the day within your teaching which is excellent reflection in action.

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Your outline of the professional standards and how you will meet them is good- you have outlined these specifically to the lesson you are teaching. You demonstrated the professional standards throughout your teaching too.

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You demonstrate excellent knowledge throughout the microteach, this is shown by your ability to answer questions and also explore the content around your slides.

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You asked students to scan the EI quiz and save it for later which was a good idea – this shows good reflection in action. The link did not work so you have said that you would put the link in teams which is an excellent alternative.

You were ambitious regarding the time you had and the amount you wanted to get through in this time.

Students were able to comment on your session and demonstrate that they had learnt which is good.

Figure 3: Tutor feedback.

So What?

This experience was extremely valuable. As a PCET student and future educator, I must adopt a growth mindset (Dweck, 2006, p. 12) and seize every chance to gain new experiences and knowledge. The controlled environment of the micro-teaching session offers a meaningful and safe experience I can utilise for personal and professional development. Whenever I step outside my comfort zone, I receive the optimal level of stress, as described by Yerkes and Dodson (1908), needed to identify my skill gaps and address them through focused learning (Burgstahler, 2015, pp. 109–125). As a pragmatic learner (Mumford and Honey, 1992, pp. 1–94), I require meaningful exposure to the profession through hands-on activities and the practical application of the knowledge gained — this micro-teaching session fulfils those needs.

Reflecting on this experience, several key challenges became clear. I felt confident about the preparation stage: creating the PPP slides, conducting the necessary research on EI, and becoming familiar with the administrative paperwork. This seemed to work well because I am a self-driven, well-organised individual who has just finished an MBA. I like the creative aspect of the study and the research itself.

However, I was not ready for the main challenges of practical teaching. I underestimated my ability to handle stress and the timing of PPP.

I understand that some external contextual issues are unavoidable; however, internal context, such as my readiness and professional acumen, must always be activated. I have learned that a contingency plan can only succeed with sufficient practice and thorough preparation before the teaching session — the “lesson learned” aspect I need to focus on.

The contributing factor to the stress could be the lack of experience in this field. Being a student and being a teacher are two significant differences. Nonetheless, teachers are also learners, and as a proponent of continuous self-improvement, I believe I can meet the required standard of professionalism (Educators Wales, 2025) based on my current student and work experience, as well as active listening to feedback from peers and tutors.

My self-reflection and the feedback I have received have helped me realise that I must increase my practical readiness for teaching sessions, dedicating enough time to practising with a timer and considering slide adjustments to ensure they are not only visually appealing but also inclusive, meeting all learners’ needs.

Overall, this experience demonstrated that while the session had positive elements, it also revealed specific areas where I need to improve some critical aspects of my teaching practice.

Now What?

Based on the identified areas for further development, a SMART action plan (50MINUTES.COM, 2015, pp. 1–31) was created to target specific, measurable goals for both my personal and professional growth. This plan (see Figure 4) is a dynamic document and will be regularly updated as progress is made, supporting my broader development as a PCET trainee.

Action No.	Target / Goal	Action Steps	Linked Professional Standards	Resources	Target Date	Progress / Comments
1	Improve time management and slide pacing to deliver content within the allocated timeframe while maintaining a seamless lesson flow.	• Rehearse each session section with a timer to build pacing awareness and maintain a steady, confident flow when delivering my PowerPoint Presentation (PPP). • Adjust slide content to ensure clarity and avoid verbose overload to match the realistic and achievable delivery time – apply a ‘must-should-could’ content structure (less is more). • Practise seamless transitions between slides, linking visuals with spoken delivery. • Learn how to embed timers within PP slides to manage discussion and activity phases more effectively.	➔ Plan and deliver effective learning, teaching and assessment. ➔ Critically reflect on one own values, knowledge and skills to improve learning.	Laptop, Microsoft Office, Lesson plan (Word docx), Timer, Slide notes or PP lecture script in Word docx format, time and effort.	(wk 40 - wk 44) 31/10/2025	Practice with a timer weekly until I am confident, starting from week 40 – confidence will serve as an indicator of progress. Review/reset the target date after the completion, depending on the progress.
2	Develop confident, fluent, and expressive public speaking skills to enhance professional delivery, classroom presence, and the use of appropriate language in teaching contexts.	• Record myself while practising teaching (voice or video) at home. • Practise delivering teaching topics to peers or family and seek their feedback. • Watch and analyse at least 3 public speaking tutorials on YouTube.	➔ Demonstrate dignity, courtesy and respect towards others. ➔ Build positive and collaborative relationships.	Phone, Laptop, TED Talks (YouTube), Peer/mentor/lecturer /students’ feedback (verbal, post-teaching).	(wk 40 - wk 45) 15/11/2025	Start from week 40 onwards, practising with voice and video recordings. This remains an ongoing area of development – review the target date based on progress.

3	Improve lesson planning by incorporating measurable learning outcomes.	• Revise the use of Bloom's taxonomy in learning aims & objectives. • Practise writing Specific, Measurable, Achievable, Relevant, and Time-bound objectives using Bloom's Taxonomy. • Incorporate strategies for anticipated learner needs/difficulties.	→ Plan and deliver effective learning, teaching and assessment. → Maintain and update knowledge of my subject(s) and how best to teach and assess them.	Laptop, provided Bloom's verbs guide, Google Scholar, UWTSD templates, and tutor/mentor feedback.	(wk 40 - wk 44) 31/10/2025	Apply the tutor's feedback to the next lesson plan. Ask the tutor for feedback to assess my progress in developing lesson planning skills. This is a continuous self-development area – review the target date depending on my progress.
4	Develop accessible slide designs that align with inclusive teaching principles and accommodate learners with Additional Learning Needs (ALN).	• Avoid white text on black background. • Use a minimum 24pt font size for the PPP text. • Include visuals/icons/transitions to support interactive learning. • Apply the 6x6 slide rule. • Follow guidelines from credible sources (Jisc, UCL's Inclusive Curriculum Framework, CAST's Universal Design for Learning).	→ Value and promote diversity, equality of opportunity and inclusion. → Plan and deliver effective learning, teaching and assessment.	Laptop, Microsoft PowerPoint's built-in Accessibility Checker, PowerPoint Slide Design, Canva for Education, and YouTube tutorials.	(wk 40 - wk 43) 25/10/2025	I need to be able to confidently utilise PowerPoint's built-in slide design tools, as well as Canva and other digital tools. Create a slide checklist for future lessons – develop a universal template.
5	Establish a consistent habit of testing all technology-dependent activities within my PPPs in advance, and preparing appropriate backup options to ensure lesson continuity.	• Check and re-test QR codes/other digital tools before each session to ensure accessibility. • Use Adobe Express for permanent and stable code generation. • Create at least two alternative options as a backup plan if tech fails. • Save copies of digital content locally to ensure offline access (USB/hard drive).	→ Maintain and update knowledge of my subject(s) and how best to teach and assess them → Enable learners to share responsibility for their own learning and assessment	Laptop, USB stick, Google, Sites with free quizzes, Adobe Express, Microsoft PowerPoint, and Word.	(wk 40 - wk 41) 08/10/2025	I must be able to maintain the routine of testing integrated digital tools and media content the day before teaching sessions. Use the developed contingency plan to overcome technical issues.
6	Build digital confidence by using interactive tools to assess learners' ability to explain, apply, and evaluate key concepts.	• Explore free-of-charge interactive tools like Padlet, Kahoot, Vevox, and Mentimeter. • Create a table linking tools with specific cognitive activity or task. • Attend at least two digital pedagogy webinars, workshops, or CPD sessions. • Practice embedding digital tools into presentations. • Seek feedback from learners and peers after the use of digital tools. • Reflect on each session and adjust.	→ Plan and deliver effective learning, teaching and assessment → Maintain and update knowledge of my subject(s) and how best to teach and assess them.	Laptop, UWTSD CPD courses (elearning.uwtsd.ac.uk), LinkedIn Learning, Kahoot, Vevox, Padlet, Mentimeter, and YouTube tutorials.	(wk 40 - wk 46) 15/11/2025	The confidence should be clearly demonstrated in the practical application of digital tools in my teaching. This is a continuous improvement area – the target date can be adjusted based on progress.

7	Project a professional classroom presence by avoiding unnecessary disclosures and maintaining confident delivery, even during minor setbacks.	• Reflect on the impact of personal comments or disclosures on student perception during teaching sessions. • Practise reframing internal challenges without voicing them to learners. • Develop neutral, confident classroom language. • Seek feedback from peers or mentors to build a consistent professional tone. • Observe experienced teachers to note how they manage unexpected issues without revealing unhelpful personal detail. • Continue to record and reflect on each session's introduction to monitor improvement.	→ Critically reflect on own values, knowledge and skills to improve learning. → Build positive and collaborative relationships. → Demonstrate commitment to learners, their learning, safety and well-being	Observation feedback from mentor/supervisor/peers (verbal or written). Reading resources on classroom communication, teacher presence, etc. Personal reflection journal, so I can note what I said, why, and how I could phrase things differently.	(wk 40 - wk 41) 08/10/2025	The progress will be reflected in better self-control – specifically, a greater recognition of the intention to overshare. Additionally, a noticeable increase in confidence in my teaching presence can also signify my progress. The target date can be reviewed depending on progress, as it is a continuous process of monitoring and self-reflection.
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Figure 4: Micro-teaching Action Plan.

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