

# MICROTEACHING: REFLECTIONS OF A YACHTSMAN, A CODER AND A DJ

23 June 2017

# SPEAKERS



**Joe Appleton (The Coder)**

**Lecturer in Software Development**



**Jean-Baptiste Soupez (The Yachtsman)**

**Lecturer in Yacht Design and Composite Engineering**



**James Hannam (The DJ)**

**Lecturer in Music Management**



# THE PEER REVIEW PROCESS

- Three participants are required
- Each participant records a 10 minute video of their teaching
- Each participant gets primary feedback from one team member. They can ask for specific feedback areas to be covered
- The participant must reflect on the feedback
- The observers feedback is further reviewed by the third group member



# WHY PEER-OBSERVATION?

- Compulsory requirement of the HEA to obtain FHEA.
- Part of SSU strategic plan: “*Ensuring effective learning and teaching through peer observation of teaching*” (Southampton Solent University, 2015).
- Second biggest effect on positively influencing student learning (Hattie, 2015).
- Stimulate reflection on teaching practice (Brockbank & McGill, 1998)
- Build an ongoing dialogue (Harper & Nicolson, 2013)
- Creation of a teacher’s community of practice (Jones & Gallen, 2015)





# OVERCOMING THE INITIAL ANXIETY

- You are being watched... and judged... and reviewed... and criticised...
- You are having to watch... and judge... and review... and criticise...
- Am I doing a good job???
- Self-awareness: have you seen yourself teach?
- **A learning journey...**



# MAIN OBSERVATIONS

- (In)formality
- Complicated topics, clearly explained
- Inspired to use Panopto lecture capture
- Referring to personal experience works well
- We gained ideas on student interaction, body language, tone and pacing.

Photograph by NRK P3





# RECOMMENDATIONS

- Exley and Dennick (2009) recommend that feedback is realistic, specific and sensitive.
- Helpful to discuss in advance, to highlight specific points of concern
- New, useful insights can be gained from working outside core subject areas
- Positive feedback increases confidence and self-awareness
- Constructive feedback helps to improve teaching practice.

Photograph by NRK P3

Microteaching: reflections of a yachtsman, a coder and a DJ



