



**RAK Medical and Health Sciences University**  
Ras Al Khaimah, UAE  
**RAK College of Nursing**

# **Microteaching Handbook**

## **For Students**

**BS Nursing & RN-BSN Bridge Programs**

**NPT 305 & NPT 307:  
Principles and Methods  
of Teaching – Learning**

**Academic Year 2019 -2020**

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**RAK Medical and Health Sciences University**  
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**To All BSN & RN-BSN Students,**

Greetings!

I look forward to being a part of your training as good nurse educators. The main objective of this clinical practicum is to provide you with an environment for practice teaching in college or clinical settings. Two hours of actual teaching sessions will be expected from you in order to deliver both lessons in theory and skills that will be spread on the first and second semesters. The two-microteaching sessions will provide you with an opportunity for the creation and implementation of lesson plans. This handbook is designed to answer any preliminary questions you might have regarding this experience.

Beginning September 18, 2019 you will be scheduled to spend your first two days learning about setting up of learning objectives using Bloom's taxonomy (*2 free e-books will be provided*), preparing semi-detailed and detailed lesson plans as well as planning for the actual microteaching sessions. The remaining four days will be the actual microteaching that will be spent among all the group members who are detailed in the university for the teaching & learning practicum. The timing will be from 8.00 am to 1.30pm for each day of the practicum.

If you have specific questions regarding this experience, please do not hesitate to contact me.

I look forward to sharing this exciting experience with you.

Sincerely,

**Dr. Arnel Banaga Salgado**  
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#### A. Introduction

***“It is hard not to act, but it is easy not to educate.” - Dutch Proverb***

Microteaching can be considered as a form of practice teaching. Its purpose, though, is not so much to try to recreate “real teaching in schools” - rather, it is a chance to embody teaching, to let our bodies and our voices guide learning, to start to feel the joyous experience of helping others to think, reflect and learn.

Teaching the members of your group with varying ages and abilities is very hard. Teaching a group of willing adults is also difficult. Thus, teaching as a profession is considered as noble and humbling.

The main objective of this clinical practicum is to provide you with an environment for practice teaching in a college or clinical settings. Generally, micro-teaching occurs prior to student teaching, but in your case, you will only be given one chance each for theory and skill microteaching sessions for the duration of the course. Therefore, many of you will find this to be your first teaching experience in a classroom. As you begin, you will be excited, nervous, and full of questions. Please be informed that I will be available to answer your questions. I want to provide you with the support you need to guide you through a successful microteaching experience.

Microteaching means that you will be experiencing a teaching session, as opposed to an observational practicum. Teaching sessions will occur once each semester for one hour each session and will provide an opportunity for you to create and implement lesson plans that you designed earlier.



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There are two main components that are emphasized in this course: classroom teaching and skill demonstration. This course will help you understand the importance and interconnectedness of prior knowledge, attitude and enthusiasm. Emphasis will be placed on instructional principles and strategies thought the integration of theory and practice that you will implement as you teach your cohort.

#### B. Course Goals

Five questions guide the teaching, learning, classroom interactions and assignments for this course:

1. What are the major instructional approaches for teaching reading, writing, and integrating literacy instruction?
2. How do we develop the concept of a balanced literacy program?
3. How do we adapt literacy instruction to meet the needs of all students?
4. How do we create a classroom environment that fosters learning for culturally and linguistically diverse language users, both genders, and exceptional learners?
5. How do the concepts presented reflect our culturally diverse world?

#### C. Organization of the Micro-Teaching Experience

Beginning the week of September 18, 2019, you will be scheduled to come to the university twice each week for six sessions. Specific times for your teaching experience will be worked out early in the term.



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Some of you will enter your classrooms as partners. Teachers will handle this in many different ways:

1. You may work with small groups of students.
2. The class may be divided into different groups and each student will take turn to teach one another.
3. You may co-teach a lesson.
4. It is my hope that you will contribute significantly to the classroom environment as you work closely with your cooperating teacher and learn from their modeling.

#### D. Expectations from the Micro-teachers (students)

- 1) Create lesson plans and submit in advance of the lesson to the cooperating teacher.
- 2) Make arrangements to receive feedback on the lesson prior to implementation.
- 3) Make adjustments to the lesson plan once feedback is given.
- 4) Arrive in the classroom early each week and come well prepared for the instructional time.
- 5) Discuss any questions or concerns with the supervising instructor



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**E. Classroom Observations**

You will be evaluated by an assigned supervisor based on the rubrics provided to you earlier. Always take note that as a teacher you need to respect your students and maintain discipline as well as, you are expected to observe

- 1) Encourage contact between students and faculty
- 2) Develop reciprocity and cooperation among students
- 3) Encourage active learning
- 4) Give prompt feedback
- 5) Emphasize time on task
- 6) Communicate high expectations
- 7) Respect diverse talents and ways of learning



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### MARKING CRITERIA FOR TEACHING DEMONSTRATION

Student's ID Number: \_\_\_\_\_

Program: \_\_\_\_\_

COMPONENT	Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Distinguished (4)
<b>Domain 1: Planning and Preparation</b>				
1a: Demonstrating knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources				
1e: Designing coherent instruction				
1f: Designing student assessment				
<b>Domain 2: The Classroom Environment</b>				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing physical space				
<b>Domain 3: Instruction</b>				
3a: Communicating with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
<b>Domain 4: Professional Responsibilities</b>				
4a: Reflecting on teacher and student learning				
4b: Showing professionalism				
4c: Planning for follow-up (assignment)				
4f: Showing passion, commitment and enjoyment in the process of teaching				
<b>TOTAL SCORE</b>				

Observation(s):

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Name and signature of the Evaluator

Date:

Dr. Arnel Banaga Salgado  
Assistant Professor

Signature of the student

Date:



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## Lesson Plan Instructions for Microteaching

A daily lesson plan is the roadmap followed by the instructor to facilitate successful learning of the program objectives. A daily lesson plan should be completed for each scheduled date of training. Complete the attached lesson plan according to the following instructions:

**NOTE:** Boxes 1 through 5 should reflect the time indicated on your program calendar.

Box 1. Fill in the program name, class date, and instructor's name.

Box 2. Fill in the total hours to be completed for the entire training day.

Boxes 3, 4, and 5. Fill in the theory, laboratory, and clinical hours of instruction provided in this lesson.

Box 6. **OBJECTIVES:** List the objectives by name or number provided in this lesson. These should match objectives identified on your program calendar and designated on the performance checklist for this lesson's date.

Box 7. **RESOURCES:** Check the box associated with the instructional resources required to facilitate this lesson. "Other" should be checked if any instructional resource not listed is used. Fill in a description of the "other" resource. Example:  Other: Guest Speaker; Tom Thumb – Infection control specialist."

Box 8. **TERMS:** List any vocabulary terms to be presented to students during this lesson.

Box 9. **INSTRUCTOR PREPARATION:** List all the instructional elements the instructor must be proficient with or have completed prior to the start of the lesson and class. Examples: review textbook chapters on personal care and vital signs; arrange class seating in "U" shape; place handout 3 at each seat location; or write required terms on board.

Box 10. **SAFETY CONCERNs:** Identify any special safety concerns to be addressed by the instructor. Example: reminders of proper body mechanics for lifting and transferring.

Box 11. **OPENING:** Describe how to begin the training day. Examples: ice breaker with description; review or assessment of prior lesson; or presentation of skill sheets to be completed, etc.

Box 12. **INSTRUCTIONAL SEQUENCE:** List each step the instructor will follow to complete the entire day's lesson. Include estimated time to complete each step, textbook references, handout names, quiz/test names, activity names, skill sheet listings, etc.

Box 13. **ACTIVITY:** Describe the collaborative learning activity to be completed during the lesson. Include a brief description, list of all materials and equipment, and anticipated activity outcome.

Box 14. **CLOSING:** Describe how to end the training day. Examples: review of the lesson objectives; "cliff hanger" question for the next class date; an encouraging anecdotal story; comments of reinforcement and encouragement; etc.

Box 15. **KNOWLEDGE ASSESSMENT:** Define and describe the minimum requirements to be met by all students in order to demonstrate they have gained the knowledge presented in this lesson.

Box 16. **HOMEWORK:** Describe any activities for students to complete and prepare after class.

Box 17. **NOTES:** List any possible revisions or suggestions to consider before the next presentation of this lesson. Examples: update the video or assessment questions; update the skill sheets; change the process for a skill presentation; etc.

# Microteaching Lesson Plan in Nursing

1. <b>PROGRAM NAME:</b> Click here to enter text. <b>CLASS DATE:</b> Click here to enter a date. <b>INSTRUCTOR:</b> Click here to enter text.			
2. Total hrs. _____	3. Theory hrs. _____	4. Lab hrs. _____	5. Clinical hrs. _____
6. <b>OBJECTIVES:</b> Click here to enter text.			
7. <b>RESOURCES:</b> <input type="checkbox"/> Book <input type="checkbox"/> Handout <input type="checkbox"/> PowerPoint <input type="checkbox"/> Video <input type="checkbox"/> DVD <input type="checkbox"/> Test/Quiz <input type="checkbox"/> Computer <input type="checkbox"/> Projector <input type="checkbox"/> BP Cuff <input type="checkbox"/> Skill Sheets <input type="checkbox"/> Lab Supplies <input type="checkbox"/> Care Plans <input type="checkbox"/> Other: Click here to enter text.			
8. <b>TERMS:</b> Click here to enter text.			
9. <b>INSTRUCTOR PREPARATION:</b> Click here to enter text.			
10. <b>SAFETY CONCERNs:</b> Click here to enter text.			
11. <b>OPENING:</b> Click here to enter text.			
12. <b>INSTRUCTIONAL SEQUENCE:</b> Click here to enter text.			
13. <b>ACTIVITY:</b> Click here to enter text.			
14. <b>CLOSING:</b> Click here to enter text.			
15. <b>KNOWLEDGE ASSESSMENT:</b> Click here to enter text.			
16. <b>HOMEWORK:</b> Click here to enter text.			
17. <b>NOTES:</b> Click here to enter text.			