



Teaching Channel™

A K12 Coalition Company

“Micro-Practices” to Elevate Your Induction Program

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2023 ASCD Conference

Your Education Ally

Agenda

- All Things Micro
- Small Techniques
- Microteaching
 - What
 - Why
 - How
- Microlearning
 - What
 - Why
 - How
- Micro-creation

All Things Micro

- Micro-brainstorm: List as many “micro’s” as you can.
- Micro-introductions: Get up and introduce yourself to someone new, in ten words or less. Then, share your most interesting “micro”.

Sometimes the smallest techniques Make the biggest impact.

Session Goals

- 1 Participants will be able to create a plan for implementation or improvement of microteaching for inductees.
-
- 2 Participants will be able to create a piece of microlearning for inductees.

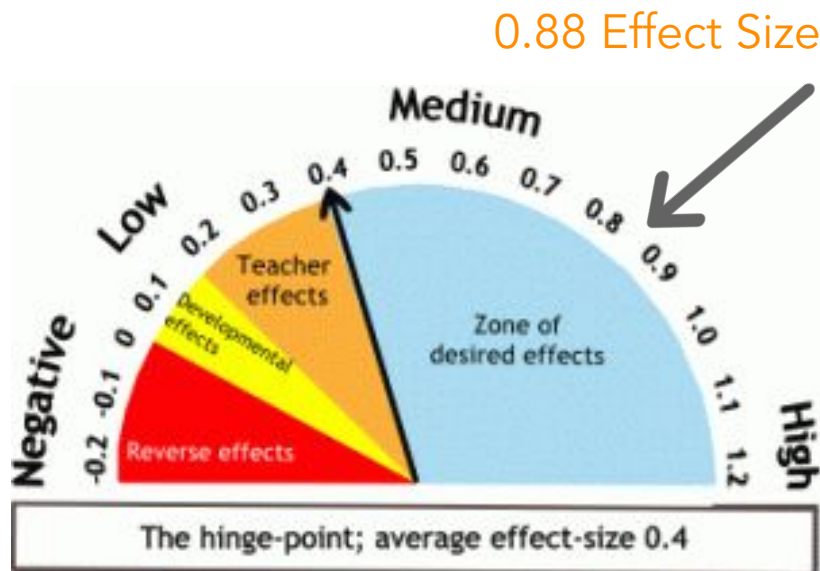
What is Microteaching?

It is the practice of recording **instruction**, analyzing video, and discussing feedback focused on improved **student learning**.



Why try Microteaching?

It's focused on teaching and learning.



Why Video?



Why Video?

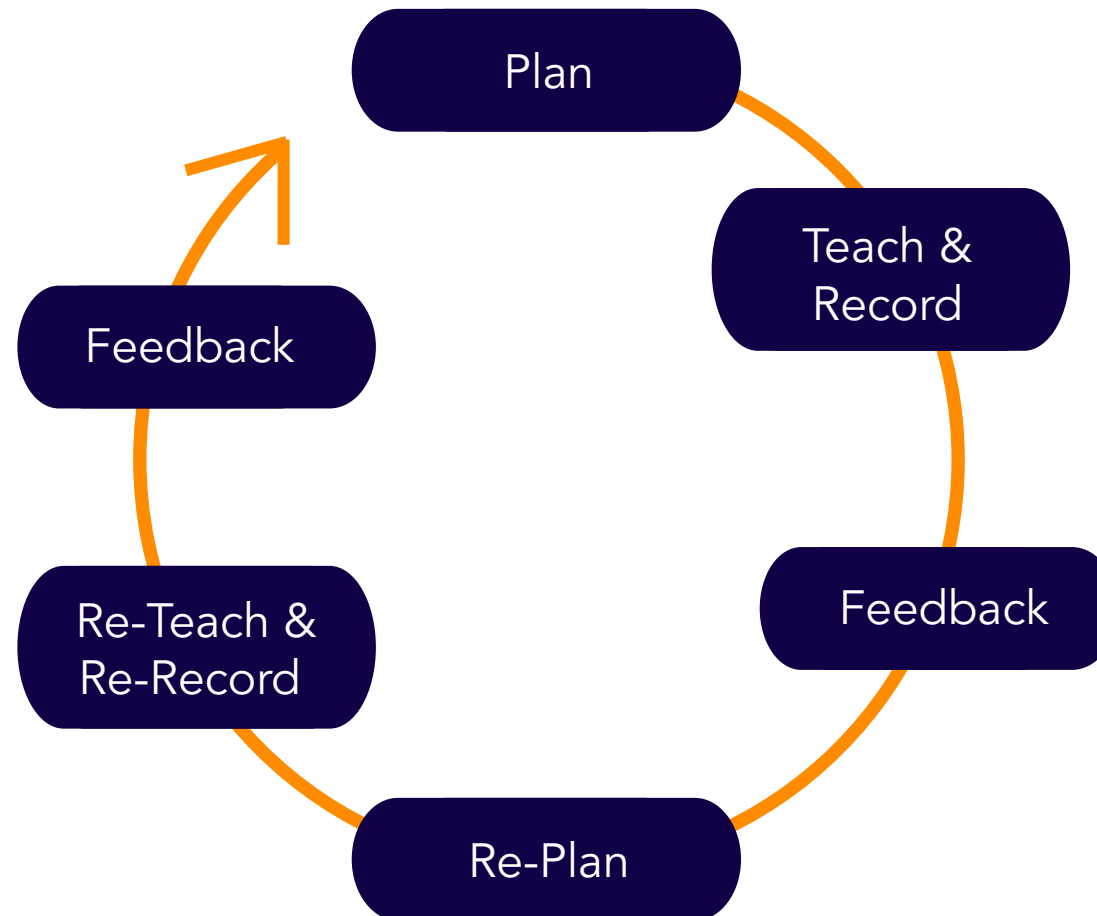
The screenshot displays a video review interface. At the top, the video title is "Strategy II: Cells Intro" (Video Uploaded: Feb 04 2022), submitted by "Rory Catalano" under the "Marzano Framework" framework. A "Coaching" label is visible in the top right. A progress bar shows three steps: "Add & Categorize Comments" (active), "Rate & Provide Feedback", and "Preview & Send Report".

The main video player shows a classroom scene with students at a table. Below the video is a comment thread with two entries:

- 00:00:27** (Red dot): "The guiding questions are a combination of past knowledge and new information that the students have just learned today. I also would like the students to think outside of the content (science) and be able to tell me how it connects with the outside contents. It might be somewhat challenging for them to be able to grasp that, I may need to provide more examples." (2.05 - Need of Students Who Lacks Support of Schooling)
- 00:00:30** (Green dot): "The students seems to be really enjoying guess estimating the question. I did not see any true guideline to support students to go through the exercise."

A mobile app preview is shown in the bottom right, displaying a "Details" screen for a video titled "Mr Lane's first period math" with content "Mathematics" and level "Grade 9-Grade 12".

How to Use Video for Microteaching



Close the Loop

Video can be used to close the loop after feedback has been given that includes information about growth opportunities for the teacher.

Example: First year teacher, Beau, struggled to engage all students in his discussion activity. You've highlighted the need to ensure reluctant learners have an opportunity to engage in the discussion. You could share the following video to provide an example strategy to the new teacher.

The screenshot shows a web browser window with the URL learn.teachingchannel.com/video/strategies-for-engaging-students. The page displays a video player for a video titled "Strategies: The Wingman In Group Discussion". The video player shows a classroom scene with a teacher and students. Below the video player, there are sections for "DISCUSSION" and "SUPPORTING MATERIALS". Under "DISCUSSION", there is a "THOUGHT STARTERS" section with two questions: "1. How does this strategy help students learn from each other?" and "2. What can you learn from Mr. Paris about engaging all students?". To the right of the video player, there is a "Newest" section with three video thumbnails: "Morning Meeting for a Soft Start.mp4", "Choral Response as Fractions Warm Up", and "Spanish for Spanish Speakers - Discussing Technology". The browser's taskbar at the bottom shows the Windows logo, several application icons, and the system tray with the date and time: 10:19 AM 3/13/2023.

ebook



Micro-Transition

10

What is Microlearning?

It is small, bite-sized pieces of educational content.

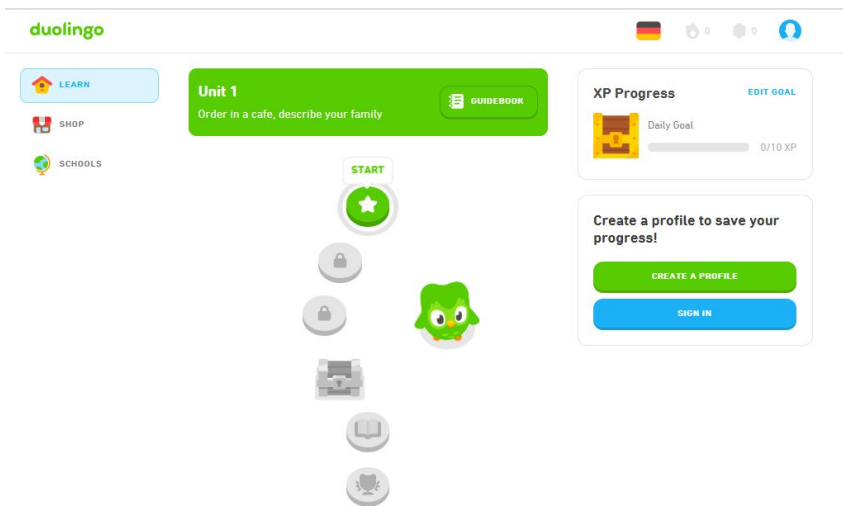
Content Types:

- Assessments
- Infographics
- Videos
- Games
- Micro-podcasts
- Micro-presentations

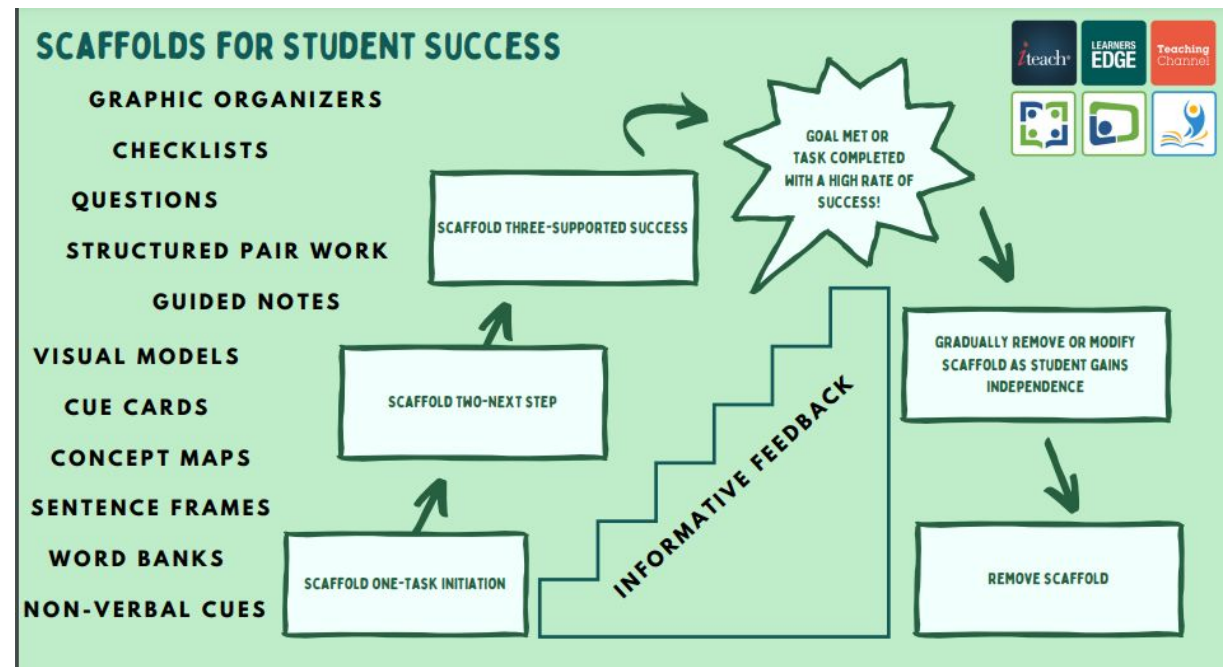


Examples

Mini-lessons — [Duolingo](#)



Infographics & Interactives — [Try Canva!](#)



Example

Video — Nudge Learning

Attention Getting Signals: Let's Mix It Up!

Posted by Learners Edge on Nov 2, 2022 8:00:00 AM

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Whether you're a new or experienced teacher, strategies for getting your students' attention are essential to your classroom-management toolkit. When it is time for students to stop, focus, or transition to a new activity, attention-getters should do the job quickly and efficiently. As with many classroom strategies, what works for one teacher may not work for another, and the same may be true from class to class. It's important to be playful, try out different signals for different situations, and don't be afraid to incorporate movement, music, or rhyme!



Reflection Question:

Why is it helpful to use different signals in different situations?

The screenshot shows a web browser window with several tabs open. The active tab is 'New Attention Getting Si...'. The address bar shows the URL 'learn.teachingchannel.com/video/different-attention-getting-signals'. The page content includes a video player with the title 'Strategy: My Attention Getting Signals' and a play button. Below the video player are sections for 'DISCUSSION', 'SUPPORTING MATERIALS', and 'THOUGHT STARTERS'. The 'THOUGHT STARTERS' section contains two questions: '1. How does Ms. Abdul-Wajid use attention getting signals as a way to practice content?' and '2. Why does Ms. Abdul-Wajid use different signals in different situations?'. On the right side of the page, there is a 'Newest' section with video thumbnails for 'Morning Meeting for a Soft Start.mp4', 'Choral Response as Fractions Warm Up', and 'Spanish for Spanish Speakers - Discussing Technology'. The browser's taskbar at the bottom shows the time as 10:18 AM on 3/13/2023, with a temperature of 19°F and a sunny weather icon.



Why Try Microlearning?

- Flexibility
- Convenience
- Deliverability
- Efficiency
- Focus
- Adaptability
- Customization/Personalization
- Technology-Based
- Future of Work-Force Training
- Effectiveness

How to Develop **Microlearning**

01

Option One Think Quick

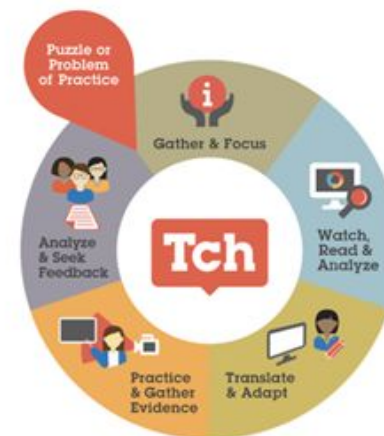
1. Start with a purpose or learning goal (a single, performance based objective.)
2. Decide on a product or assessment to show the learning goal has been met.
3. Create the learning activity to help participants meet the goal.
4. Choose resources; leverage existing content.

Topic – **Context** – Artifact - **Prompt**

02

Option Two Use a Model

1. Review your professional learning model.
2. Use it as a template to build your microlearning content.



Possible Artifacts

- Video
- Infographics
- Mini-podcast
- Examples
- What else?

The screenshot shows a web browser window displaying a video on the Teaching Channel website. The browser's address bar shows the URL learn.teachingchannel.com/video/classroom-time-management-tip. The page features a navigation bar with the Teaching Channel logo, a search bar, and links for Videos, Teams, Topics, and Help. Below the navigation bar are buttons for VIEW, EDIT, CUSTOMIZE DISPLAY, and CLONE LIBRARY TEAM. The main content area displays a video player for a video titled "No Series: Go With the Flow: Plan and Adjust". The video player shows a classroom scene with a teacher and students. The video title is "4 Go With The Flow". Below the video player are tabs for DISCUSSION and SUPPORTING MATERIALS. To the right of the video player is a "Newest" section with three video thumbnails: "Morning Meeting for a Soft Start.mp4", "Choral Response as Fractions Warm Up", and "Spanish for Spanish Speakers - Discussing Technology". The Windows taskbar at the bottom shows the system tray with the date 3/13/2023 and time 10:21 AM.

Tips for High-Quality **Microlearning**

Keep it short, to the point.

Make it engaging and as learner-centric as possible.

Use a variety of content types.

Draw on the intrinsic motivation of the learner; make it real-world and usable.

Use a mobile-first design (small, narrow screen).

Record vertical video.

Gamify it.

Connect it to the existing knowledge or skills of the participant.

Encourage Bloom's: analysis, application, etc.

Use questions for reflection or action.

Make it accessible and intuitive.

Evaluate its effectiveness.

Think through your delivery mechanism.

Minimalize your design.

Learning Activity: **Your Choice**

01

Microteaching

Develop a plan for implementing and/or improving the practice of microteaching in your induction program.

[Microteaching Activity Slide Deck](#)

02

Microlearning

Create a piece of microlearning by wrapping short videos from a CASTP playlist or another artifact with context, application ideas, and reflection opportunities.

[Microlearning Activity Slide Deck](#)

Reflection for **Next Steps**

Review Session Goals

1 Participants will be able to create a plan for implementation or improvement of microteaching for inductees.

2 Participants will be able to create a piece of microlearning for inductees.

Pause and Think: Key Takeaways, Next Steps

Turn and Talk: Key Takeaways

Large Group: Reflections, Next Steps, Questions

Resources

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