

Feedback from Microteaching - Quotes from session transcript:

“Genius to ask people to bring in their own garments because everyone is clearly very attached and wants to speak about this stuff.”

“Well thought out, the slides were very clear and it was well structured and the interaction was great.”

“I liked very much the way that you've done the slides as well. That very seamlessly when you move one part to another, the text would increase. So that visually it was very nice because it was drawing our attention to that and how you had in the corner what was happening as an activity and expectation of time.”

“Short form quickfire activities that maybe mean less conscious thinking because it's just about putting your initial thoughts out there that come to mind, but then activities that require that different depth of reflection that might come with more kind of deeper subconscious, as you said Ellie, or critical reflexivity.”

“Really good thing to do for any sort of icebreaker when you first meet your students. [...] It's comforting as well for them to bring in something from their culture or their home.”

“People will find common things between items that they bring in that might open up conversation for them to build better relationships.”

“I really wanted to celebrate your capacity to support openness and honesty and what felt like a really generous space of trust. [...] How do we develop trust in our teaching and learning spaces that gives permission to our participants to share with such openness? It can feel quite vulnerable and I feel like you're really, really successful in being able to do that and in such a short space of time and online and with a group of peers who are new to you as well.”

“You ground the session with a powerful opening quote - inviting introspection – with further framing provided by 2 texts. This is really clear.

You situate ‘observe – reflect – interpret’ as a feasible framework for the session, via a series of bitesize tasks.

I like the fact the first ‘observe’ task invites quick thinking / quick form answers via the 5 words. Less conscious thinking / more implicit interaction due to the timing.

For reassurance, you lead by example to the task with a response, telling participants not to rush and take your time, allowing participants to share in a way that's comfortable - this really sets the tone of the space (with comfort).

‘Reflection’ discussions felt like they came with openness and honesty. You held a space for developing trust in the room...beautiful, and such powerful stories / storytelling! Really effective. I wonder what does it mean to develop trust in teaching and learning spaces for you?

‘Interact’ goes one step further in developing participants’ reflective voice. Your physical example helped put the thinking into practice.”