

# PRESENTATIONS ON THE GREAT IRISH FAMINE

Friday 6 May 2016

Similar to your other microteaching sessions in the course, you will need to teach a section of New York's Great Irish Famine Curriculum to your classmates that should be approximately 20 minutes in length. The first thing you should do is familiarize yourself with the contents of the curriculum. Next you should decide how you will teach the content, with a goal of improving on your most recent microteaching session. You should also try to draw the "students" into discussion.

## **Prior to May 6th...**

Write up a prediction that is at least 500 words long of what you hope to accomplish with your microteaching. This should be self-reflective about how your first microteaching went (refer to the video specifically), and hopeful about how you plan to adjust your teaching. You can hand this to me at class, or e-mail it to me in advance. Your classmates will not see it unless you want them to.

You may wish to consult with your classmates about what they are going to teach, in case you would like them to set you up with certain terms or information or if they need you to do the same for them.

If you would like Dr. Myers to make copies of any handouts, get them to her by midnight on the 5th.

## **On May 6th...**

We will go in the order of the topics in the NY Curriculum. If you plan to use any technology, be sure it is ready to go. Decide how you'd like the classroom arranged. Make sure you and "your students" have all the materials needed for the lesson.

## **Grading criteria:**

1. Consideration will be given to the thoughtfulness with which you do the assignment.
2. Did you complete all the items above?
3. Are the parameters of your topic clearly stated? Did you accomplish them?
4. Eye contact with your classmates/students, as opposed to eye contact with Dr. Myers.
5. Improvement on first microteaching session.
6. Rate of speech/clarity (this also includes a lack of umms or other filler words).
7. Pronunciation of terms, names, and place names.
8. Time management.
9. How engaged is the audience? Did you get them involved in the lesson?
10. Confidence with materials, as an indication of your preparation level.