A Learning Tool That Engages Complexity

**Define Research Question:** WHAT?
Does the introduction of specific micro-teaching methods enhance student learning and assessment?

**The Setting:** WHO & WHERE?
Target group: 18 adult Postgraduate Diploma in Adult & Community Education students at NUIM, 2008/9.

**Methodology:** HOW?
A 2-step ‘Action Research’ initiative within a 20 min teaching practicum.

**Outcome 1**
Using ‘Action Research’ researchers identified following behaviours:
» Over-emphasis on the physical presence
» Over-emphasis on issues of confidence
» Minimal comment on the effectiveness of presentation for self learning
» Minimal comment on pedagogical methodology.

**Outcome 2**
Using ‘Action Research’ researchers identified following behaviours:
» Positive written feedback did instil confidence & encouragement.
» Respondents noted that peer feedback was positively biased & lacked detail.

**Recommendations / Actions**
» Schedule self-reflection in recorded teaching practicums to enhance student learning.
» Provide instruction on feedback skills to students.
» Give direction on how to complete written feedback forms to extract deeper levels of reflection.
» Schedule time within a learning module to enable facilitated group reflection.
» Incorporate a range of assessment methods including peer and self assessment.
» Video and written feedback offers the opportunity for shorter teaching practicum sessions (Five to eight minutes each).