

Critiquing a Microteaching Session

Characteristics of a Good Critique

Comprehensive:

- Not necessarily long
- Focus on what most needs improvement
- Focus on what can reasonably be expected to improve
- Cover strengths & weaknesses

Objective:

- Focused on learner performance
- Describe specific actions
- Avoid personal opinion & biases
- Honest & based on performance as it was

Well Organized:

- Use some pattern of organization which is logical & makes sense to both the instructor & learner (ex: sequence of performance)
- Break whole into parts or build parts into whole

Flexible:

- Examine entire performance in the context it was accomplished
- Fit tone, technique, & content of critique to the occasion & student
- Allow for variables
- Determine what to say at the proper moment

Acceptable:

- learner must accept & have confidence in the instructor's qualifications, ability, & authority
- Instructor's manner, attitude, & ability will often provide this
- Critique should be presented fairly, honestly, & with conviction

Constructive:

- learner must profit from the critique
- Praise is used to inspire improvement
- Positive guidance for correcting fault & strengthening weakness

Thoughtful:

- Respect student's need for self-esteem, recognition, & approval
- Use discretion & criticize in private

Specific:

- Express firmly in terms clearly understood; concrete, not general
- Students should know exactly what they did poorly & how to improve