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Abstract for an Invited Paper
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Microteaching as one of the ways to develop productive teaching habits¹

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In this workshop the participants will learn about a theoretical framework that can provide coherence in their physics teacher preparation programs and how to apply it to engage their students in productive microteaching experiences. The framework uses the notion of “habits” as the goal of teacher preparation. Specifically, a high quality program should help future teachers develop productive habits of mind, practice, and maintenance and improvement so that, when are under pressure in the classroom, they do not revert to practices of instruction that do not lead to learning and well being for their students. One way to develop some of the habits is through microteaching – when pre-service teachers plan and teach physics lessons to their peers. How do we structure preparation, enactment, and reflection after microteaching that help future physics teachers develop productive habits? My 20 years of experience preparing teachers helped identify a series of steps that are necessary for success.

¹Microteaching as one of the ways to develop productive teaching habits