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Investigating the perceptions of preservice teachers on collaborative in-situ microteaching

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ABSTRACT

Micro-teaching has been criticized for its artificial nature, limited practice period, and inadequate feedback. Giving preservice teachers in-situ opportunities that they can collaborate on lesson planning, teach, and receive peer feedback can assist in addressing these drawbacks. To that end, an intervention study was devised to provide in-situ microteaching for preservice English teachers (PT). Following the intervention, we solicited PTs' feedback on the impact of the collaborative in-situ microteaching experience on their pedagogical knowledge development. A total of 41 PTs participated in the 14-week intervention program offered as part of the Teaching English to Young Learners (TEYL) course. Both quantitative and qualitative data were collected during this intervention study. A survey created by the researchers was used to gather quantitative data, and the reflection papers submitted by the participating PTs served as a source of qualitative data. The results revealed that participants rated the experience as having a moderate overall contribution to their pedagogical knowledge development. Collaborative in-situ microteaching (CiM) had a slightly higher influence on student teachers' lesson delivery skills than on their lesson planning skills. As per the qualitative data, the most frequently mentioned benefits were acquiring expertise in classroom management, material development and lesson planning, and getting to know young learners.

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1. Introduction

Microteaching is a technique that aims to provide opportunities for preservice teachers to link theory and practice (Allen & Eve, 1968). The original microteaching model, developed by Allen and Ryan (1969), consisted of six stages: planning, teaching, observing, re-planning, re-teaching, and re-observing (Arsal, 2014). The technique has undergone a number of modifications over time, such as video recording the teaching phase (Ramos et al., 2022), microteaching with lesson studies (e.g., Fernández, 2010), or practicum-based microteaching (Zhang & Cheng, 2011).

While micro-teaching is regarded as an effective teaching technique that gives future teachers a chance to understand the complexities of the profession (Koross, 2016), recently it has been criticized for its artificial nature, limited practice period, and inadequate feedback (Amobi, 2005; He & Yan, 2011; Erdemir & Yeşilçınar, 2021; Ralph, 2014; Stanley, 1998; Yan & He, 2017). It is still unclear how the microteaching experience can be developed to overcome its limitations. Farrell (2018) recently proposed re-conceptualizing micro-teaching through a socio-constructivist and reflective

methodology. Given the emphasis on the need to bridge the gap between theory and practice, we extended microteaching by allowing preservice teachers to collaborate and microteach in a real classroom setting. The current study aims to investigate preservice teachers' opinions on collaborative microteaching in a real classroom environment.

1.1. Microteaching in Teacher Education

The best way to provide aspiring teachers with the necessary knowledge, abilities, and competencies is still being debated on a global scale (Furlong, Cochran-Smith, & Brennan, 2013) since teacher education programs are widely regarded as "disconnected from teachers' work in the classroom" (Kotelawala, 2012: 67). Many teacher education programs have long sought ways to bridge the divide between university-led courses and actual classroom practices (Borg, 2013; Darling-Hammond, 2000; Korthagen, 2007; Hennissen et.al., 2017). One of these ways is the use of microteaching, a technique developed to help preservice teachers improve their teaching skills (Karlström & Hamza, 2019; Onwuagboke, Osuala, & Nzeako, 2017). This technique not only enables student teachers to build a repertoire of teaching strategies but also assists them in understanding how theory can be put into practice under controlled conditions (Pringle, Dawson, & Adams, 2003). It has traditionally been characterized by simplified teaching tasks, small class sizes, and short lesson lengths (Otsupius, 2014).

Microteaching has been shown to have several positive effects on preservice teachers, including improving sense of self-efficacy in the classroom (Arsal, 2014), boosting self-confidence (Akkuzu, 2014), raising awareness of teaching competencies and successful instructional strategies (Ismail, 2011), and developing teaching abilities in lesson planning, selecting teaching goals, evaluating students' attention, and utilizing suitable assessment procedures (Cebeci, 2016; Fernández, 2010; Saban & Çoklar, 2013). Despite these advantages, the technique also has a number of reported limitations. The main drawbacks found in the literature are the inability to replicate the actual classroom environment, limited time allotted for teaching, and negative peer feedback (Erdemir & Yeşilçınar, 2021; He & Yan, 2011; Stanley, 1998). For example, in a study on the perspectives of prospective Chinese teachers about microteaching, He and Yan (2011) reported the artificiality of the experience, insufficiency of instructor feedback, and limited practice time as the three key limitations. In another study evaluating Canadian preservice teachers' opinions on the effectiveness of microteaching, Ralph (2014) noted that while the participants highly appreciated it as a pedagogical tool, they unanimously agreed that microteaching sessions were not authentic teaching experiences. Yan and He (2017) found similar limitations in their study on the influence of pair microteaching on the professional learning of 30 preservice teachers of English. They found that even though the student teachers were satisfied with the experience, artificiality and limited practice time were cited as the two drawbacks. Regarding peer feedback, a study by Amobi (2005) revealed that most student teachers displayed passive and defensive reflection tendencies in response to peer criticism in the follow-up feedback sessions.

Banerjee et al. (2015) conducted a study to explore to understand the opinions of student teachers towards microteaching. They collected data from 130 teachers using a questionnaire. Although t-test results indicated no significant difference among genders, the mean score of the female student teachers were higher than that of male students.

The limitations mentioned above suggest that the microteaching practices incorporated in university-led courses do not entirely replicate authentic learning experiences. Unlike university-led courses which provide theoretical knowledge devoid of context, authentic learning experiences situate learning tasks in the context of future use (Herrington et al., 2014). That is, authentic learning experiences are directly pertinent to the learner and situated in a context (Lombardi & Oblinger, 2007). As Johnson (2013) claims, the absence of social, cultural, and institutional components in simulations prevents them from accurately simulating authentic environments. Therefore, allowing pre-service instructors to collaborate for micro-teaching in actual classes prior to practicum will help to address the social, cultural, and institutional shortcomings that occur in simulated settings.

1.2. Collaborative Microteaching

Collaborative learning, based on the Piagetian and Vygotskian theories of learning, involves students working in groups to develop and deepen their subject knowledge (Järvenoja & Järvelä, 2009). Research on collaborative learning has shown that it enhances academic performance (Bartimote-Aufflick et al., 2016), facilitates knowledge construction (Husman & Hilpert, 2007),

promotes active learning (Northey et al., 2018), and increases learner satisfaction (van Leeuwen et al., 2023). According to Atasoy and Çakıroğlu (2019), fostering collaboration among preservice teachers will enable them to have common objectives and enhance their attitudes toward group work. Collaboration during microteaching may not only provide a forum for group members to review and reflect on their lesson plan, but it may also allow groups to support and monitor each other's work. With this reasoning in mind, we modified the microteaching technique in the present study by:

- Adding collaboration among preservice teachers during planning and teaching,
- Prolonging the duration of lessons to regular class time,
- Extending the scope of the lesson,
- Providing in-situ teaching practice,
- Providing feedback at multiple stages.

This modified version is referred to as "Collaborative in-situ Microteaching" (CiM). This paper examines the perceptions of pre-service teachers regarding the CiM experience. The following research questions guided the study:

1. How does CiM experience contribute to prospective teachers' (PTs) pedagogical knowledge?
2. How do PTs' perceptions about the CiM differ according to independent variables (gender and prior experience)?

2. Method

This study is exploratory in nature and employs a post-test-only quasi-experimental research design.

2.1. Context and Participants

Teacher education in Turkey is overseen by faculties of education. In four-year teacher education programs, a competency-based paradigm has been adopted. PTs receive school-based field practice in actual classrooms only through two consecutive practicum courses (School Practicum I & II) offered in the fourth year of the program. These courses are coordinated in collaboration with the university and the Ministry of National Education. As a result, school-based field practice is postponed until the final year and aside from these two courses, PTs do not have the chance to acquire experience in an actual classroom. Hence, instructors generally employ microteaching techniques in university-led courses to help student teachers improve their instructional skills. In the present study, however, we modified the technique to provide extended authentic practice opportunities to our students. The modifications are described in section 2.3. Data Collection Procedure.

The study group consisted of 41 third-year students studying in the English Language Teaching program at a state university. Of these 41 participants, 27 were female, 14 were male, aged between 21 and 23. All the participants were enrolled in the Teaching English to Young Learners course, which is a four-credit course with two hours of theory and two hours of practice. The course aims to develop preservice teachers' knowledge about and experience in teaching English to children. Thirty PTs claimed to have had teaching experience, while eleven of them had none. The PTs in groups of four were assigned to micro-teach a class of kindergarten pupils. The names of the participants were omitted from the quotations to maintain their anonymity.

2.2. Data Collection Instrument

Quantitative data was collected using a survey devised by the researchers based on the general pedagogical knowledge categorisation of Voss, Kunter and Baumert (2011). The survey had two sections. The first section aimed to collect demographic information (gender, age, the educational level they intend to teach, and prior tutoring experience). The second section of the survey included sixteen Likert-type statements in which participants were asked to rate the contribution of the microteaching experience to their general pedagogical knowledge: knowledge of lesson planning (9 items) and knowledge of classroom management (7 items). PTs responded to each item on a 5-point scale ranging from 1 (not at all) to 5 (extremely).

In order to triangulate the quantitative data and better understand the impact of the CiM experience on student teachers' educational growth, the reflection papers submitted in the final phase were used as a data source.

2.3. Data Collection Procedure

For this research ethical approval was obtained from the researchers' research ethics committee (Approval number: 2018/11). Researchers approached the kindergarten administration to inform them about the study and obtain permission. We held a parental conference after reaching an agreement with the administration to inform parents of the study objectives, the curriculum to be followed, and the materials that would be used. Parental consent forms were distributed at the end of the conference. The study included only the minors whose parents gave written consent. Following the model developed by Allen and Ryan (1969), the study went through six different phases (see Figure 1):

1) Introduction: PTs were informed of the study's objectives during the first-class period, and microteaching groups were formed. The following topics were covered during the theory session (2h/4w): characteristics of young language learners; L1-L2 acquisition in children; design of language learning activities and materials; lesson planning; and classroom management strategies. PTs visited the kindergarten during the practice session (2h/4w) to observe the children and their interactions with their peers and teachers.
2) Planning: In line with the kindergarten curriculum, each group was assigned a unit and given a week to develop a lesson plan. After the completion of lesson plans, the groups were matched to provide feedback on each other's lesson plans. In addition to peer feedback, the instructor provided written feedback on the lesson plans. The groups revised their lesson plans based on the feedback they received.
3) Micro-teaching: PTs implemented their lesson plan in groups. The instructor and the other PTs from the matched group observed the lesson and took observation notes to be shared during the reflection session.
4) Feedback: Shortly after the microteaching, the instructor convened a reflection meeting with the group. First, the microteaching group reflected on their teaching experience, then the observing group provided their reflections. Lastly, the instructor shared his/her observation notes with the PTs on their performances.
5) Re-teach: At this stage, in accordance with the instructor's feedback, the PTs repeated the activities in Phase 2, Phase 3 and Phase 4 respectively.
6) Reflection: Each PT wrote a reflection paper about the CiM experience and the personal strengths and weaknesses they noticed in their teaching skills.

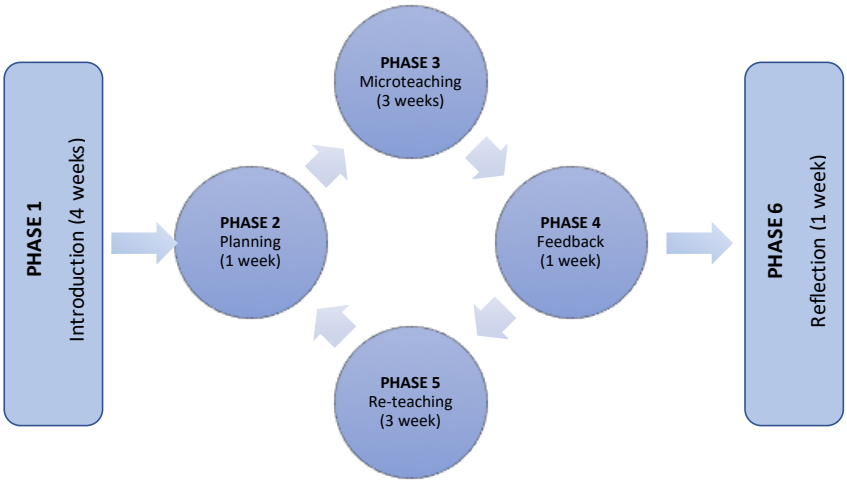

Fig. 1. Phases of the CiM experiment

2.4. Data Analysis

The following procedures were used in the data analysis. The reliability of the survey was measured using Cronbach's alpha test. The Cronbach's alpha was 0.85 for the whole survey. The coefficient α values measured were 0.81 and 0.74 for the first and second domain respectively. Normality was checked through visual inspection of histograms and skewness and kurtosis values. The skewness and kurtosis values were within ± 1 range. The homogeneity of variance as assessed by Shapiro-Wilk test ($p = 0.105$) indicated normal distribution. Demographic information gathered through the Likert-type survey was analysed descriptively. The independent samples t-test was used to analyse differences between independent variables. The qualitative data was analysed using thematic analysis (Nowell et al., 2017). The data was coded after a thorough reading of the reflection papers. The codes were assigned to four main categories: knowledge of lesson planning, knowledge of classroom management, knowledge of individual student characteristics and feedback. The researchers cross-checked the codes and categories to ensure reliability. Following the reading and coding of the data, the set of codes was improved in light of the new information. Consensus was reached following discussions about the disagreements. This cross-checking procedure improved the accuracy of the data analysis (Cohen, Manion, & Morrison, 2000). Frequencies and percentages were computed after this coding stage.

3. Findings

3.1. Quantitative Findings

The first research question aimed to examine the perceptions of the PTs toward collaborative in-situ microteaching. The descriptive statistics of the Likert-type items indicated that PTs perceived the experience as having a moderate level of overall contribution to their pedagogical knowledge, with a mean score of 3.79 (SD=0.77). The CiM had a slightly higher impact on PTs' knowledge of classroom management than it did on their knowledge of lesson planning (M=3.90, SD=0.81, and M=3.72, SD=0.92, respectively).

Table 1. Knowledge of lesson planning: items, means and standard deviations

Item	Mean	SD
... designing engaging lessons.	3.97	0.85
... choosing engaging activities from supplementary materials.	4.02	0.75
... aligning instructional materials with learning outcomes.	3.95	0.63
... integrating arts or technology into lessons to foster engagement.	3.85	0.98
... aligning objectives to students' level of learning.	3.80	0.74
... incorporating students' interests into lesson plans.	3.63	0.94
... writing lesson plan objectives that reflect different levels of learning.	3.53	1.22
... incorporating individual differences into lesson plans.	3.39	1.13
... catering to individual differences while planning.	3.34	0.96

The computed mean scores for each item in the knowledge of lesson planning domain revealed that the CiM experience had a high to moderate positive influence on PTs' lesson-planning skills (Table 1). While the CiM experience was perceived to have the highest contribution to choosing engaging activities from supplementary materials (M=4.02), designing engaging lessons (M=3.97), aligning instructional materials with learning outcomes (M=3.95) and integrating arts and technology into lessons to foster engagement (M=3.85). The item with the lowest mean value was taking individual differences into account while planning (M=3.34). Catering to individual differences seemed to challenge our PTs during lesson design.

The means of the items in the knowledge of classroom management domain were comparatively higher than the means of the items in the knowledge of lesson planning domain (Table 2). This finding suggested that collaborative in-situ microteaching had a greater impact on the PTs' certain sub-skills of teaching. Particularly, the highest mean was calculated for the ability to adjust the instructional language to pupils' age and proficiency level (M=4.24). Other items, from the highest to the lowest,

were: giving clear and understandable instructions (M=4.17), monitoring student engagement and understanding (M=3.88), managing the classroom (M=4.09), changing the pace of the instruction (M=3.85), managing the classroom (M=3.78), effective use of class time (M=3.75). In this subdomain the item with the lowest mean score was avoiding undesirable behaviours from emerging (M=3.34).

Table 2. Knowledge of classroom management: items, means and standard deviations

Item	Mean	SD
... adjusting my language to pupils' age and proficiency level.	4.24	0.83
... giving clear and understandable instructions and explanations.	4.17	0.80
... monitoring student engagement and understanding.	4.09	0.73
… managing the classroom.	3.78	0.79
... changing the pace of the lesson to give pupils time to complete the task.	3.85	0.79
... making effective use of class time.	3.75	0.88
... managing my classroom to avoid undesirable behaviours from emerging.	3.34	0.82

The overall perceived contribution of the CiM experience was compared between genders using an independent-samples t-test. There was no significant difference in the scores of males (M=3.62, SD=0.44) and females (M=3.88, SD=0.50); $t(39)=1.595$, $p = 0.119$. As for the knowledge of lesson planning and knowledge of classroom management, there was no significant difference between males and females as well ($p > 0.05$).

An independent-samples t-test conducted to compare overall perceived contributions for prior experience and no prior experience conditions yielded no statistically significant difference, $t(39)=0.499$, $p = 0.809$. There was no significant effect for prior experience on the knowledge of lesson planning, $t(39)=0.698$, $p = 0.490$, despite PTs with prior experience (M = 3.76, SD = 0.59) attaining higher scores than PTs with no prior experience (M = 3.61, SD = 0.59). In the same vein, in the knowledge of classroom management domain, no statistically significant difference was found between PTs with prior experience (M = 3.91, SD = 0.47) and PTs with no prior experience (M = 3.88, SD = 0.65), $t(39)=0.166$, $p = 0.176$.

3.2. Qualitative Findings

As displayed in Table 3, the analysis of the reflection papers showed that the most frequently mentioned benefits of the CiM experience were related to classroom management skills, lesson planning, and individual student characteristics. The percentages displayed in Table 3 clearly indicated that the most significant contribution of collaborative in-situ microteaching was on the PTs' classroom management skills. One male PT mentioned this benefit by saying, "*This experience provided me opportunities to observe and practice different classroom management strategies.*" This quote indicated that observing group members while instructing had positive impact on their teaching. Another PT, describing the CiM experience as a "*unique opportunity to practice teaching with real pupils*", mentioned that she feels more confident in managing young learners thanks to the CiM experience.

Table 3. Contributions of the CiM experience

Categories	Themes	F	%
Organizational skills	Lesson planning	15	13.04
	Material development	16	13.91
	Technology integration	6	5.22
Management skills	Classroom management	33	28.7
	Instructional time management	16	13.91
	Instructional language use	5	4.35
Student characteristics	Getting to know young learners	21	18.26
Feedback	Peer/instructor feedback	3	2.61

The PTs frequently referred to lesson planning and materials development as advantageous to their professional growth. One of the PTs expressed the benefits of collaborative in-situ microteaching as an "*...improvement in [my] time management skills, designing sufficient materials that are compatible with the objective of a lesson plan, providing a richer variety of activities based on the proficiency level and needs of young learners*." Another PT also stated that "*I was able to hone my lesson planning and material development skills through this group project. I learned a lot from my team members."* A few of the PTs also mentioned that their knowledge of how to incorporate technology into their teaching methods had improved. The following quote is an example of how PTs integrated technological tools in their lessons; "*While preparing lesson plans, we had the chance to exchange ideas about how to integrate technology, and we got first-hand experience about which tech[nological] tools could work better in a class full of young learners*."

Other themes that emerged in the reflection papers were focusing on classroom management skills. Especially the use of class time efficiently and getting to know young learners in a real teaching environment were the most recurring themes. PTs claimed that after the CiM experience, they realized their full potential. These advantages were stated succinctly by one of the PTs, who said, "*It was a wonderful chance to see real pupils in a real class... [this experience] provided me [with] a chance to experience teaching before stepping into a real classroom as a teacher. Unlike the previous microteaching to our peers, this experience was real, and the learners were real pupils."* This teaching experience enabled the PTs to further improve their instructional skills and strategies as well. One of the PTs explicitly pointed out this benefit: *"Thanks to microteaching, I learned how to use teaching methods in the classroom. I became more experienced in aligning my language according to the proficiency level of my pupils."* Other benefits identified by PTs were the recognition of areas that they needed to improve. One of the PTs stated that "*I realized that classroom management in young learner classes is an issue. Managing young learners was really difficult for me. I feel that I need to develop further management strategies.*" Another PT also commented on the same theme by saying, "*Classroom management was the toughest challenge for me. I struggled during the second microteaching. Neither me nor my team members knew how to calm down the two kids who started to cry for the crayons during a drawing activity."* Another PT expressed concern about his inability to effectively use instructional time by saying, "*I realized that time management is a serious issue that I need to work on.*

The PTs had a rare opportunity to observe young learners and their behaviours in an authentic learning environment. This enabled them to get to know pupils. One of the PTs stated, "*I realized that I do not have the patience to work with young learners as they are not my best suit."*

One of the professional advantages of collaborative microteaching was the feedback they received from both their peers and the instructor; "*Working as a group while designing lesson plans and activities, the feedback we received played a great role in improving our lesson design skills.*" Peer feedback was complementary and aided in the improvement of the instructing abilities of PTs. A few of the reflection papers pointed out challenges such as catering to individual differences while planning, developing supplementary materials and adjusting instructional language according to the learners' levels. These difficulties were reported to be resolved through peer support because the PTs worked together throughout the entire experience. One of the PTs reminisced on how she "*was able to provide additional activities for the early finishers with the support of my group members*". Another PT also remarked, "*Lessons did not always go as we planned, but we as a team learnt a lot about how to put our lesson plan into action through this [experience].*" In-situ teaching raised their awareness of the significance of the teacher's instructional language use in student learning. One of the PTs expressed his recognition by saying: "*While teaching and observing other groups, I noticed how important instructional language is. During the first teaching, I had difficulties in giving instructions to the kids. When our group was rehearsing for the second teaching, my team gave ideas on how to modify my instructional language*".

4. Discussion

Overall, our findings suggested that collaborative in-situ microteaching was a worthwhile and valuable learning experience for the development of PTs' instructional skills. According to the survey results, PTs found the experience to be beneficial to their lesson organization, planning and classroom management skills. This finding is consistent with previous studies by Amobi (2005), Cebeci (2016)

and Fernández (2010). According to our participants' perceptions, their CiM experience improved their ability to design engaging lessons, select activities, and connect instructional materials with learning goals. In terms of instructional skills, the CiM experience most benefited the PTs in understanding how to modify the instructional language to the age and proficiency level of the pupils.

Several researchers have observed classroom management as a difficulty for preservice teachers; however, microteaching does not provide adequate practice opportunities (He & Yan, 2011; Otsupius, 2014). He and Yan (2011) demonstrated in their study on the authenticity of microteaching that because peers were acting as pupils, their participants felt they had much less opportunity to practice real-life teaching skills, particularly classroom management. Unlike previous research, because microteaching took place in an actual classroom, our participants reported that the CiM had a considerable impact on their classroom management abilities. The experience provided them a chance to recognize their own pedagogical shortcomings, the majority of which were related to classroom management. Earlier studies confirm our findings that PTs deem microteaching to be a valuable tool for evaluating their own strengths and weaknesses (Amobi, 2005; Ismail, 2011; Saban & Çoklar, 2013; Mikulec & Hamann, 2020). Our qualitative findings confirmed the quantitative findings of the study. The in-situ teaching's authenticity gave PTs a chance to get to know the young learners better in terms of their characteristics and classroom behaviour. Furthermore, the feedback that PTs received assisted them in gaining an outside perspective on their performance in class. Contrary to earlier research (Erdemir & Yeşilçınar, 2021; He & Yan, 2011), our results showed that PTs' instructional skills benefited from feedback in a complementary way. For instance, in her study Amobi (2005) reported that most PTs exhibited passive and defensive responses to peer feedback. On the contrary, our PTs in the current research positively responded to feedback. This result is due to the fact that they worked as a team during the CiM experience and that the instruction was performed in an actual classroom. Teamwork strengthened social ties among PTs, causing them to perceive feedback more constructively. Feedback was made practical rather than hypothetical in an actual school setting.

Additional advantages of the CiM included learning how to monitor student participation and comprehension, how to modify instruction, and how to make the most of class time. These benefits were explicitly mentioned in the reflection papers. When these findings are considered together, we may infer that having experience in a real classroom environment prior to practicum improves the PTs' teaching abilities. The statistical analyses yielded no significant differences in the perceived contribution of the CiM experience to lesson planning and delivery skills according to gender or prior experience. This finding suggested that the participants, regardless of their gender and prior experience, equally benefited from this experience.

5. Conclusion

Microteaching is a technique employed by teacher educators to improve preservice teachers' instructional skills and abilities. It serves as a tool to bridge the theory-practice divide. In initial teacher education programs, this technique is embedded into university-led courses in the form of simulated microteaching practice. However, as Johnson (2013) points out, this practice has several limitations: (1) the students in the microteaching setting are not real students, and the context is artificial; (2) the practice duration is limited; and (3) there is limited opportunity to receive feedback. Various researchers have extensively remarked that there is a need for practice in an authentic classroom setting before school-based experience (Amobi, 2005; He & Yan, 2011). To respond to this call, this study attempted to eliminate the constraints of microteaching by providing PTs with a collaborative microteaching opportunity in an actual classroom. In the study, we explored PTs' perceptions of the contribution of such an experience to their teaching skills. The findings revealed that the CiM experience had a positive influence on their teaching competencies. PTs' reflections suggested that collaboration as a concept should be incorporated into the process of microteaching, particularly in preservice education programs. Our PTs reported that spending time in a real classroom was an excellent opportunity to get to know young learners and observe their behaviours in a natural setting. This study contributed to the findings of Bransford et al. (1999), who found that prospective teachers criticize a lack of connection between theory and practice in methods courses. This experience helped the PTs notice their weaknesses and begin thinking about general teaching ideas such as time management, ways of engaging students in class activities, and the importance of developing classroom management skills, as well as a deep understanding of the young learners and their needs.

Future research needs to address the limitations of the current study. First, the results are confined to this specific group of preservice teachers of the English as a Foreign Language Education programme. Further studies are needed to confirm our results in other teacher education programmes. Second, the majority of the study participants were female preservice teachers. We suggest researchers collect data from a more homogeneous sample. The final limitation of the current study is that it only considers the perceived contribution of collaborative in-situ microteaching. The goal of the study, however, was to get a thorough understanding of the collaborative in-situ microteaching experience. Thus, generalisations should be made with caution. More research is needed to understand how collaboration could enhance teaching competencies in microteaching practices.

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Declarations

Author contribution	:	The first author initiated the research idea and was in charge of resources, data collection and editing. The second author was in charge of conceptualisation, supervision and data analysis.
Funding statement	:	The research did not receive any funding.
Conflict of interest	:	The authors declare no conflict of interest.
Additional information	:	The study was approved by the Yıldız Technical University Academic Ethics Committee (number: 2018/11, date: 15.11.2018). All personal information of the participants were anonymized.

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