

MICRO TEACHING

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INTRODUCTION

❑ Microteaching was developed by Dwight W. Allen, a professor of education at Stanford University, in 1963. Allen was interested in finding a way to help student teachers develop effective teaching skills in a safe and supportive environment. He believed that microteaching could provide student teachers with the opportunity to practice their skills without the pressure of a real classroom setting.

INTRODUCTION OF VIDEOTAPE

❑ The videotape as a feedback device was first introduced by Keath Acheson, a research worker, who investigated the utility of videotape in the development of technical teaching skills. This instrument could be used for recording the class interaction and the behaviors of the trainee vividly and accurately. This can lead to the development of a systematic and accurate method of giving feedbacks to the teacher-trainee.

DEFINITIONS OF MICRO-TEACHING

- ❑ According to D. W. Allen, "Micro teaching is a scaled down teaching encounter in class size and time."
- ❑ According to B. M. Shore, "Micro teaching is a real teaching range of activities."
- ❑ According to Mc. And Unwin, "The term Micro Teaching is most often applied to the use of closed circuit television to give immediate feedback of a trainee teacher's performance in a simplified environment."
- ❑ According to B.K. Pasee, "Micro teaching is a training technique which requires student teachers to reach a single concept using specified teaching skills to a small numbers of pupils in a short duration of time."

CHARACTERISTICS OF MICRO-TEACHING

- On the basis of above discussion leads us to conclude the following important characteristics of micro-teaching.
- ❑ Micro-teaching is a training technique (not a teaching technique) to prepare the effective teachers. It is designed in such way which plays a significant role in developing teaching skills among the teacher-trainees.
- ❑ Micro-teaching is a scaled down teaching (miniaturized teaching). It reduces the complexities of the real classroom teaching in terms of the number of students (5 to 10 pupils), amount of time (5 to 10 minutes) and amount of learning contents (a single concept at a time).
- ❑ Micro-teaching provides immediate feedbacks to teacher-trainee after the completion of his/her lesson. In this way the trainee receives meaningful feedbacks from teacher-trainer, fellowtrainees and with the help of electronic gadgets like videotape (CCTV) and audio tape.
- ❑ Micro-teaching is a highly individualized training device. It offers better control over practicing teaching activities. Thus, many factors can easily be manipulated in attaining the mastery over the teaching skills during training.

PHASES OF MICRO TEACHING

- Microteaching is a teaching method in which student teachers practice teaching skills in a simulated classroom setting. The microteaching process typically involves three phases:

- ☐ Knowledge Acquisition Phase.

- ☐ Skill Acquisition Phase.

- ☐ Transfer Phase.

KNOWLEDGE ACQUISITION PHASE

❑ In this phase, student teachers are introduced to the teaching skills they will be practicing. They may read about the skills, watch demonstrations of the skills, or participate in group discussions about the skills.

SKILL ACQUISITION PHASE

□ In this phase, student teachers practice the teaching skills they have learned. They may practice with a small group of students, with a teaching assistant, or with a video camera.

TRANSFER PHASE

❑ In this phase, student teachers transfer the teaching skills they have learned to a real classroom setting. They may teach a full-length lesson, or they may teach a series of micro-lessons.

CYCLE (PROCESS) OF MICRO-TEACHING

- ❑ The process of micro-teaching takes around 36 minutes on an average in completion of one cycle. Where maximum 12 minutes is allocated for re-planning (step) of micro-lesson and 6 minutes each for remaining steps (teach, feedbacks, re-teach and re-feedbacks) of micro-teaching cycle. This cycle of micro-teaching continues till the mastery of skill is attained. The cycle of micro-teaching is presented in below diagram with allocated time for each step.

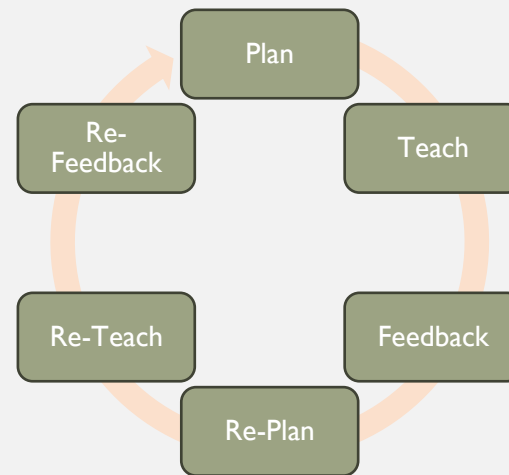


Figure 1: Micro-teaching cycle (total 36 minutes).

STEPS OF MICRO TEACHING CYCLE

- ❑ The six steps generally involved in micro-teaching cycle are Plan, Teach, Feedback, Re-plan, Re-teach, and Re-feedback. There can be variations as per requirement of the objective of practice session. These steps are represented in the following way:
- ❑ Plan.
- ❑ Teach: (6 Minutes).
- ❑ Feedback: (6 Minutes).
- ❑ Re-plan: (12 Minutes).
- ❑ Re-teach: (6 Minutes).
- ❑ Re-feedback: (6 Minutes).

PLAN

□ This involves the selection of the topic and related content of such a nature in which the use of components of the core teaching skill under practice may be made easily and conveniently. The topic is analyzed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.

TEACH: (6 MINUTES)

□ This involves the attempts of the teacher trainee to use the components of the teaching skill in suitable situations coming up in the process of teaching-learning as per his/her planning of activities. If the situation is different and not as visualized in the planning of the activities, the teacher should modify his/her behavior as per the demand of the situation in the class. He should have the courage and confidence to handle the situation arising in the class effectively.

FEEDBACK: (6 MINUTES)

- ❑ This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

RE-PLAN: (12 MINUTES)

- ❑ The teacher trainee re-plans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.

RE-TEACH: (6 MINUTES)

□ This involves teaching to the same group of pupils if the topic is changed, or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupils. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

RE-FEEDBACK: (6 MINUTES)

❑ This is the most important component of Micro-teaching for behavior modification of teacher trainee in the desired direction in each and every teaching skill practice.

COMPONENTS OF MICRO-TEACHING

- There are seven important constituents involved in the process of micro-teaching. In the absence of any component the success of this technique is doubtful.
- Teacher-trainee.
- Teaching skills.
- Micro lesson plan.
- Classroom setting.
- Supervisors.
- Feedbacks devices.
- Micro-teaching laboratory.

TEACHER-TRAINEE

- ❑ The first and foremost element of micro-teaching is learner. The student who gets the training of a teacher is called teacher-trainee. During the training various capacities like teaching skill, class-management, maintaining discipline and organizing different programs at school etc., are developed among trainee.

TEACHING SKILLS

❑ Micro-teaching provides a practical platform to the students for teaching. Various skills such as Introduction, Explanation, Questioning & Answering, Reinforcement, Stimulus Variation, Classroom Management, Use of Black board, Teaching Aids etc are taught through micro-teaching sessions. Students are required to teach a small group of students for a short span of time.

MICRO LESSON PLAN

- ❑ Micro lesson plan is essential ingredient of micro-teaching.
Teachertrainee prepares a short lesson after selecting a particular skill and content.

CLASSROOM SETTING

□ Similarly, setting of class is precondition for the success of microteaching. In this direction, the whole class is divided into number of groups, which should not be more than 10 students. Then timeduration (between 5 to 10 minutes) is fixed for each step and each trainee.

SUPERVISORS

□ It is supervisor who play crucial role in behavior modification of trainee providing constructive feedbacks. The trainer and fellow-trainees both observe the performance of trainee and subsequently provide necessary feedbacks for the purpose of behavior modification. The term supervisor is comprised of teacher-trainer and fellow-trainees.

FEEDBACKS DEVICES

□ The feedbacks components of micro-teaching contribute significantly towards behavior modification of trainee in desired direction and acquisition of mastery level of skill. Beside physical observations, feedbacks devices such as audiotape and videotape (CCTV) are also used to observe the classroom performance of trainee.

MICRO-TEACHING LABORATORY

❑ Laboratory is a room where teaching skill is practiced by teachertrainee. It should be well equipped with feedbacks devices and other necessary facilities.

MICRO TEACHING SKILL

- The skills that come together to make micro teaching effective are several in number. The most prominent of them are:

- ☐ 1. The Skill of Introduction.
- ☐ 2. The Skill of Explaining.
- ☐ 3. The Skill of Questioning.
- ☐ 4. The Skill of Stimulus Variation.
- ☐ 5. The Skill of Reinforcement.
- ☐ 6. The Skill of Illustration.
- ☐ 7. The Skill of Blackboard Writing.
- ☐ 8. The Skill of Achieving Closure.
- ☐ 9. The Skill of Demonstration.

THE SKILL OF INTRODUCTION

- ❑ First on the list of the kinds of micro-teaching skills is the skill of introduction. Teachers must possess the skill of giving students a great introduction before they begin teaching a lesson or topic. It's an art that helps engage students and tell them exactly what they can expect from a lesson. Teachers must provide their students with a framework that they can work upon. It's a great way to ensure that students understand what a topic or lesson is about. Through the introduction skill, teachers can use interesting or engaging words to get their students hooked on and interested in a topic from the very beginning. Without a good introduction, teachers won't be able to capture their students' attention.
- ❑ Micro-teaching skills of introduction involve using previous student knowledge and the right device while trying to introduce a lesson. Teachers must avoid any irrelevant statements or discontinuity.

THE SKILL OF EXPLAINING

- ❑ Next on the list of teaching skills in microteaching is the skill of explanation. The skill of explanation is an intellectual activity that teachers must possess when it comes to micro-teaching skills. Ideas, phenomena and concepts must be communicated well to students to help them understand a topic well. Teachers should give examples by highlighting relationships among different events and ideas.
- ❑ Teachers must be able to relate facts with other sets of facts to help promote better understanding. Teachers need to learn microlearning skills like explaining to make students understand concepts and ideas properly. A teacher who can explain well is able to make a topic or lesson effective.

THE SKILL OF QUESTIONING

□ The art of questioning is another important micro-teaching skill that teachers must have. The questioning skill is a technique that helps put meaningful, relevant, specific, clear and precise questions to students. Questioning is a skill used to test the understanding and knowledge of students. By using the skill of questioning, teachers can judge students' knowledge and get a better understanding of whether students have understood a particular topic. It also helps teachers try out different ways of teaching to make students understand topics faster. After questioning, if a teacher realizes that students haven't understood a topic well, they can try to explain things easier for a better grasp.

THE SKILL OF STIMULUS VARIATION

□ Teaching skills in microteaching are essential to succeed as a teacher. The skill of stimulus variation is a teaching technique used to keep students engaged in a topic or lesson by changing the teaching behavior. It's used to capture a student's attention by using different stimuli in the class for maximum response.

CONTINUE...

- ☐ According to Dr Sneha Joshi, “A stimulus is something that evokes a functional reaction in tissues. It has a touching effect on the learner. What to change, when to change and how to change requires skill on the part of the teacher for securing and sustaining attention at a high level. Such a skill is named as the skill of stimulus variation.” The main elements of stimulus variation skills are
- ☐ Movement.
- ☐ Gesture.
- ☐ Change In Speech Pattern.
- ☐ Focusing.
- ☐ Change In Interaction Style.
- ☐ Oral-Visual Switching.
- ☐ Pausing.
- ☐ Students’ Active Participation.

THE SKILL OF REINFORCEMENT

❑ The skill of reinforcement is another important component of microlearning skills. Teachers use this skill to encourage responses from their students using non-verbal actions, such as nods and smiles, or verbal praises. It's a response technique based on the concept of feedback. The reinforcement skill helps to reinforce student behavior using positive reinforcers rather than negative ones for maximum participation.

THE SKILL OF ILLUSTRATION

❑ The skill of illustration is also known as the skill of interpretation. It's used when the skill of explanation doesn't work. When a teacher fails to make their students understand a concept with the skill of explanation, they must use the skill of illustration. Through illustration, they can motivate and stimulate their students to help them grasp the ideas and concepts being taught. A teacher may also use specific and personal examples to illustrate a topic for better understanding.

THE SKILL OF BLACKBOARD WRITING

❑ Blackboard writing is another essential skill of micro-teaching. It's used to shift focus, grab attention and highlight vital terms and concepts. Teachers can use the skill of blackboard writing to draw attention. It's a good technique that teachers can use to bring about clearness in concepts and perceptions. It also helps add variety to a lesson.

THE SKILL OF ACHIEVING CLOSURE

□ Just like the skill of introduction, the skill of achieving closure is also essential. Introducing a topic or lesson is easy, but giving a good closure to a topic can sometimes be tricky. Teachers should ensure they're closing a topic systematically and clearly. They must give enough assignments to their students to help them remember the topic or lesson well without overburdening them.

THE SKILL OF DEMONSTRATION

❑ Demonstration in teaching helps make things meaningful and simpler for students. It helps teachers link learning with real-life situations. Demonstration describes and explains principles, concepts and ideas to students by showing them devices, experiments or specimens. It helps create a lively environment in the classroom.

WHY USE MICRO TEACHING?

- ❑ Micro teaching is a useful tool for teacher training for several reasons:
- ❑ It allows teacher-trainees to practice their teaching skills in a safe and supportive environment.
- ❑ It provides teacher-trainees with immediate feedback on their teaching performance.
- ❑ It allows teacher-trainees to focus on specific teaching skills and to improve their performance over time.

BENEFITS OF MICRO TEACHING

- ❑ Micro teaching has a number of benefits for teacher training, including:
- ❑ **Increased confidence:** Micro teaching can help teacher-trainees to gain confidence in their teaching abilities.
- ❑ **Improved skills:** Micro teaching can help teacher-trainees to improve their teaching skills, such as lesson planning, classroom management, and questioning techniques.
- ❑ **Personalized feedback:** Micro teaching provides teacher-trainees with personalized feedback from a supervisor, which can help them to identify areas for improvement.

DRAWBACKS OF MICRO TEACHING

- Micro teaching also has a few drawbacks, including:
 - ❑ **Time-consuming:** Micro teaching can be time-consuming for both the teacher-trainee and the supervisor.
 - ❑ **Artificial setting:** The artificial setting of micro teaching can make it difficult for teacher-trainees to transfer their skills to the real classroom.
 - ❑ **Limited feedback:** The feedback that teacher-trainees receive from micro teaching may be limited, as the supervisor is only able to observe a short teaching unit.

CONCLUSION

❑ Micro teaching is a valuable tool for teacher training. It can help teacher-trainees to gain confidence, improve their skills, and receive personalized feedback. However, it is important to be aware of the drawbacks of micro teaching, such as the time it takes and the artificial setting.

THANK YOU

