



# **Microteaching**

Dr. Dipak Chavan  
Professor  
Tilak College of Education,  
Pune 30

# Micro-teaching

- Dr. Allen and his group evolved Microteaching in 1963 in America.
- Micro-teaching is a teacher training technique which helps the teacher trainee to master the teaching skills.
- It requires the teacher trainee
  1. to teach a single concept of content
  2. using a specified teaching skill
  3. for a short time
  4. to a very small member of pupils

# Micro teaching...

◦ A method of teacher training/ teaching technique, .

Simplifies the complex teaching process so that the student-teacher can cope with it.

Scaled Down Teaching Encounter

Teaching reduced in Class size, Concept, time and number of pupils.

## Micro-teaching...

- Teaching of a small unit of content to the small group of students (6-10 number) in a small amount of time (5-10 min.)
- To train inexperienced student-teachers for acquiring teaching skills.
- To improve the skills of experience teachers.

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# Objectives of Microteaching

1. To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.
2. To enable teacher trainees to master a number of teaching skills.
3. To enable teacher trainees to gain confidence in teaching.

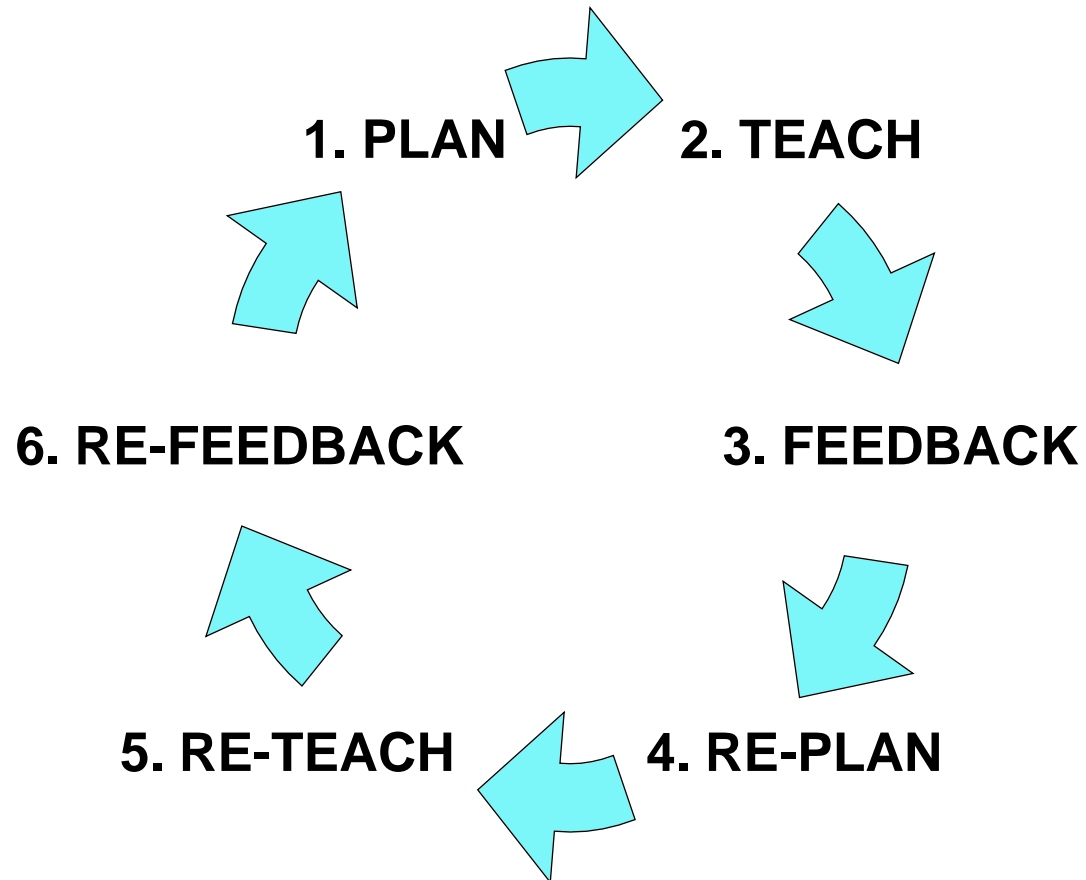
# Micro Teaching Process

- Class size → reduced to about 5-10 pupils.
- Length of the lesson → reduced to about 5-10 minutes.
- Focus → one teaching skill at a time; and not on the content of the lesson.

# Components of Micro Teaching

- The teacher trainee
- Students [5-10]
- Observers [2]
- Supervisor [Teacher Educator - 1]

# Micro Teaching Cycle





# I. Planning

- Selection of a particular skill
- Presentation of a model demonstration lesson- a particular skill
- Observation of the model lesson
- Criticism of the model lesson
- Preparation of the micro lesson plan

## II. Teaching

### OBSERVATION OF TEACHING SKILL

- Peer/college Supervisors
- Ratings based on frequencies
- Can be recorded in a tape recorder or on a videotape

# III. Feedback

- Individual feedback to student teachers.
- Include the tallies and ratings on observation schedule
- Interpretation about the performance.

# Microteaching Setting

<b>1. Time</b>	
<b>a. Teach</b>	5 Minutes
<b>b. Feedback</b>	5 Minutes
<b>c. Re-Plan</b>	20 Minutes
<b>d. Re-Teach</b>	5 Minutes
<b>e. Re-Feedback</b>	5 Minutes
	40 Minutes
<b>2. No. of student teachers in a group</b>	5-10
<b>3. Supervisor</b>	1
<b>4. Feedback by the peer and supervisor</b>	

# Characteristics of Microteaching

1. Duration of teaching as well as number of students are less.
2. Content is divided into smaller units.
3. Only one teaching skill is considered at a time.
4. Provision of immediate feedback.
5. In micro teaching cycle, there is facility of re-planning, re-teaching and re-evaluation.
6. All the faults of the teacher are observed.
7. The problem of discipline can also be controlled.

# Micro Teaching and Traditional Teaching

## Traditional Teaching

1. Class consists of 40 to 60 students.
2. The teacher practices several skills at a time.
3. The duration is 40 to 45 minutes.
4. Immediate feed-back is not available.

## Micro teaching

1. Class consists of a small group of 6 to 10 students.
2. The teacher takes up one skill at a time.
3. Duration of time for teaching is 5 to 7 minutes.
4. There is immediate feed-back.

Contd...

- **Traditional Teaching**

5. **There is no control over situation.**
6. The role of the supervisor is vague ( not clear).
7. **Pattern of classroom interaction cannot be studied.**

## **Micro teaching**

5. **Teaching is carried on under controlled situation.**
6. The role of the supervisor is specific and well defined to improve teaching.
7. **Pattern of classroom interaction can be studied objectively.**

# Skills of Micro teaching Techniques

1. **Set Induction**
2. Illustration
3. **Questioning**
4. Stimulus Variation
5. **Demonstration**
6. Reading
7. **Reinforcement**
8. Narration
9. **Black-board Writing**
10. Closure



# Advantages of Microteaching

1. It focuses on sharpening and developing specific teaching skills and eliminating errors.
2. It enables understanding of behaviours important in class-room teaching.
3. It increases the confidence of the learner teacher.
4. It is a vehicle of continuous training for both beginners and for senior teachers.
5. It provides experts supervision and constructive feedback.

# Summary

- ❖ Microteaching involves presentation of micro lesson
- ❖ Audience....small group of peers.
- ❖ Feedback given by peers role playing as students
- ❖ Participants learn about strengths & weakness in themselves as teachers
- ❖ Plan strategies for improvement in performance

# Lesson Note

- It is a Systematic and detailed plan of teaching prepared by the teacher by considering all the points and sub points of content, teaching, teaching skills and evaluation of the learning of the students.



# MICROTEACHING LESSON NOTE

Lesson No. \_\_\_\_\_

Teach

Re-teach

Roll No. \_\_\_\_\_

Skill \_\_\_\_\_ Date \_\_\_\_\_

Subject \_\_\_\_\_

Previous Knowledge of the Class \_\_\_\_\_

Apparatus \_\_\_\_\_

Matter	Method	Sub Skills
<b>Introduction</b>	(Teachers' activity) -----? -----? (Teachers' activity) -----?	
<b>Statement of Aim:</b> ----- -----		
<b>Presentation</b>	(Teachers' activity) -----? -----? (Teachers' activity) -----?	
<b>Recapitulation</b> <b>Application</b> -----? -----? Home Assignment	-----? -----? (Teachers' activity) (Teachers' activity)	



Matter	Method	Sub Skills

Date \_\_\_\_\_

**BLACK-BOARD WORK**

Std \_\_\_\_\_ Div \_\_\_\_\_

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# BLACK BOARD WORK

Date

Subject

Std. Div.

**Title of the Unit**

Content

Content

Statement Question

Diagrams

Important words- meanings

Figures

Diagrams/ Figures

Solution

Solution

Answers

Answers



Name of the Student Preeti BoobSubject MathematicsPrevious knowledge of Class The students know to solve equations with one variable.Apparatus Roll-up board.

Matter	Method	Sub-skill
<u>Preparation:</u>		
Solve: $x + 3 = 5$	[The teacher writes an example on the B.B.]	Recalling
$\therefore x - 5 - 3$		Practice
$\therefore x = 2$	• What do we have to do in this sum?	Verbal P.
This equation has only one variable. Such equations are called equations in one variable.	• How many variables are there in this equation? :-	U.O
	• Which type of equation is this?	U.O
	• How will you solve this example?	U.O
	• How much is $5 - 3$ ?	U.O
$x + y = 7$	[The teacher writes another equation on the B.B.]	Change in
This equation is called equation with two variables.	• How many variables are there in this equation?	U.O
	Which types of equation is this?	U.O
<u>Statement of Aim:</u> So today,	let us study about	Change in
equations with two variables.		U.O
<u>Presentation:</u>		
Solve:	[The teacher writes an example on the B.B.]	Recalling
Eg1 $x + y = 12$ ; $x - y = 8$		Practice
	• What do we have to do	Verbal P.

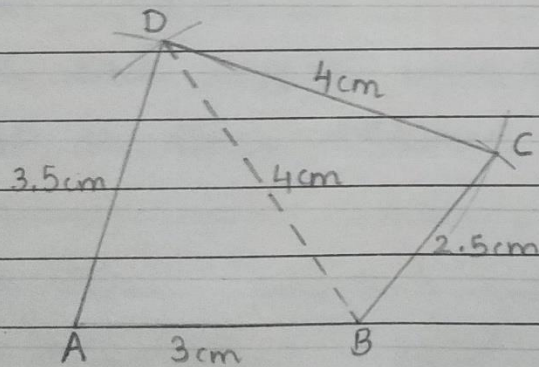
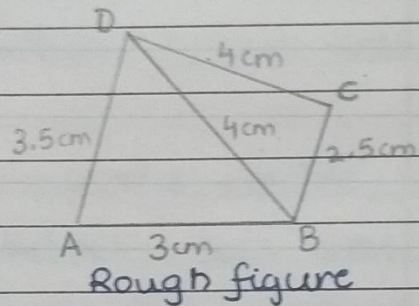
Date: 26<sup>th</sup> Sept. 2005

BLACK - BOARD WORK

Std. VIII Div. B

Mathematics

CONSTRUCTING QUADRILATERALS



STEPS OF CONSTRUCTION:

- 1) Seg AB, measuring 3cm, was drawn.
- 2) With point A as the centre, an arc with radius 3.5cm was drawn.
- 3) Similarly, with point B as the centre another arc with radius 4cm was drawn intersecting the previous arc at point D.
- 4) Seg AD and seg BD were drawn.
- 5) With point B as the centre, an arc with radius 2.5 cm was drawn.

Observation

2/9/05



**Thank You!**