

Microteaching

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Microteaching...

- 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

Microteaching...

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.

Microteaching...

- 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.

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.

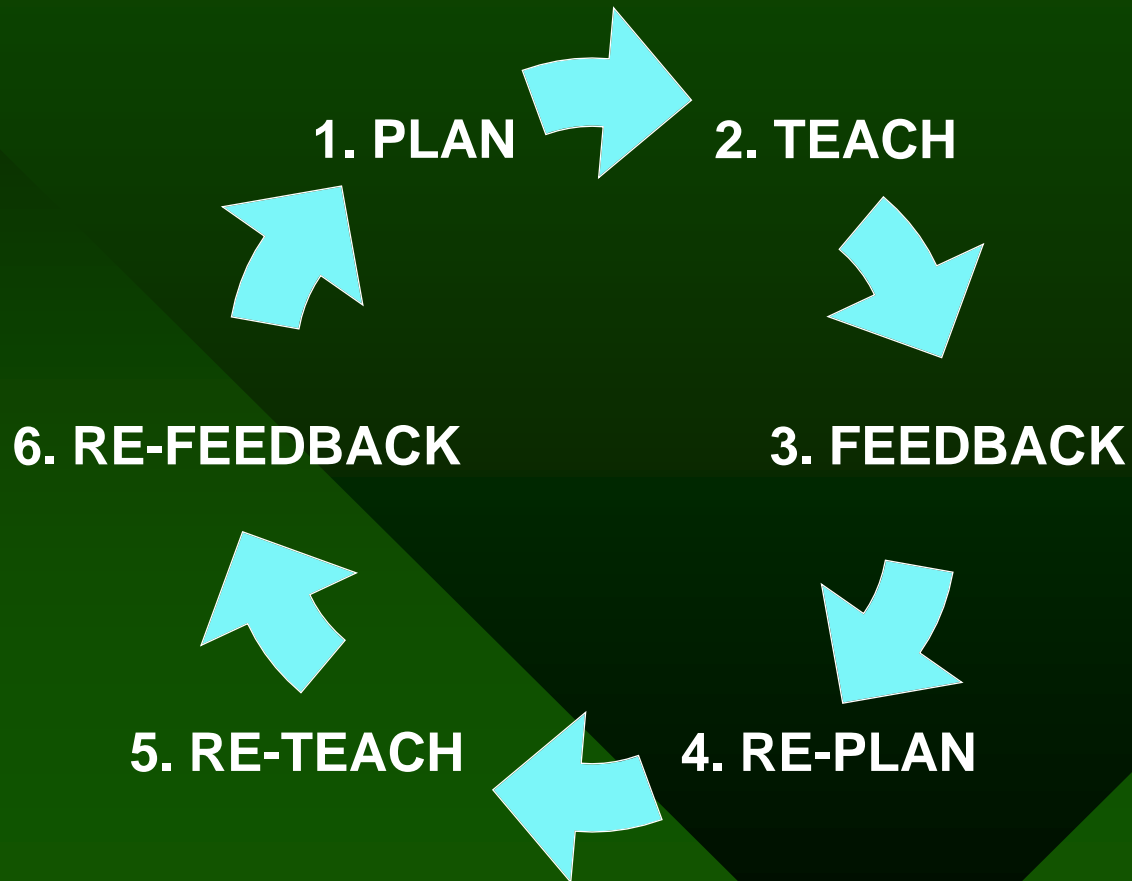
Micro Teaching Process

- 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]

Microteaching 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

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

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.

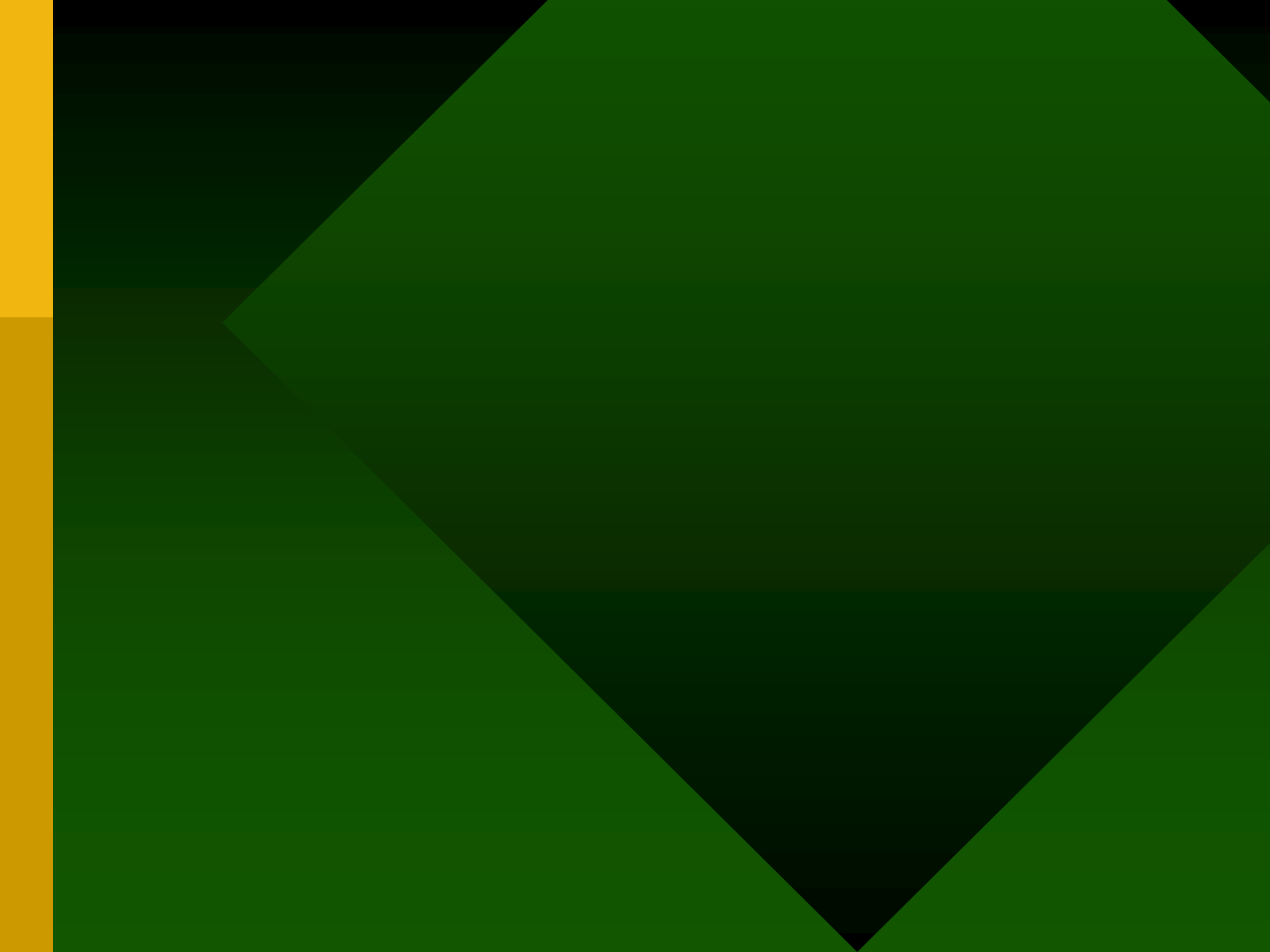
Summary

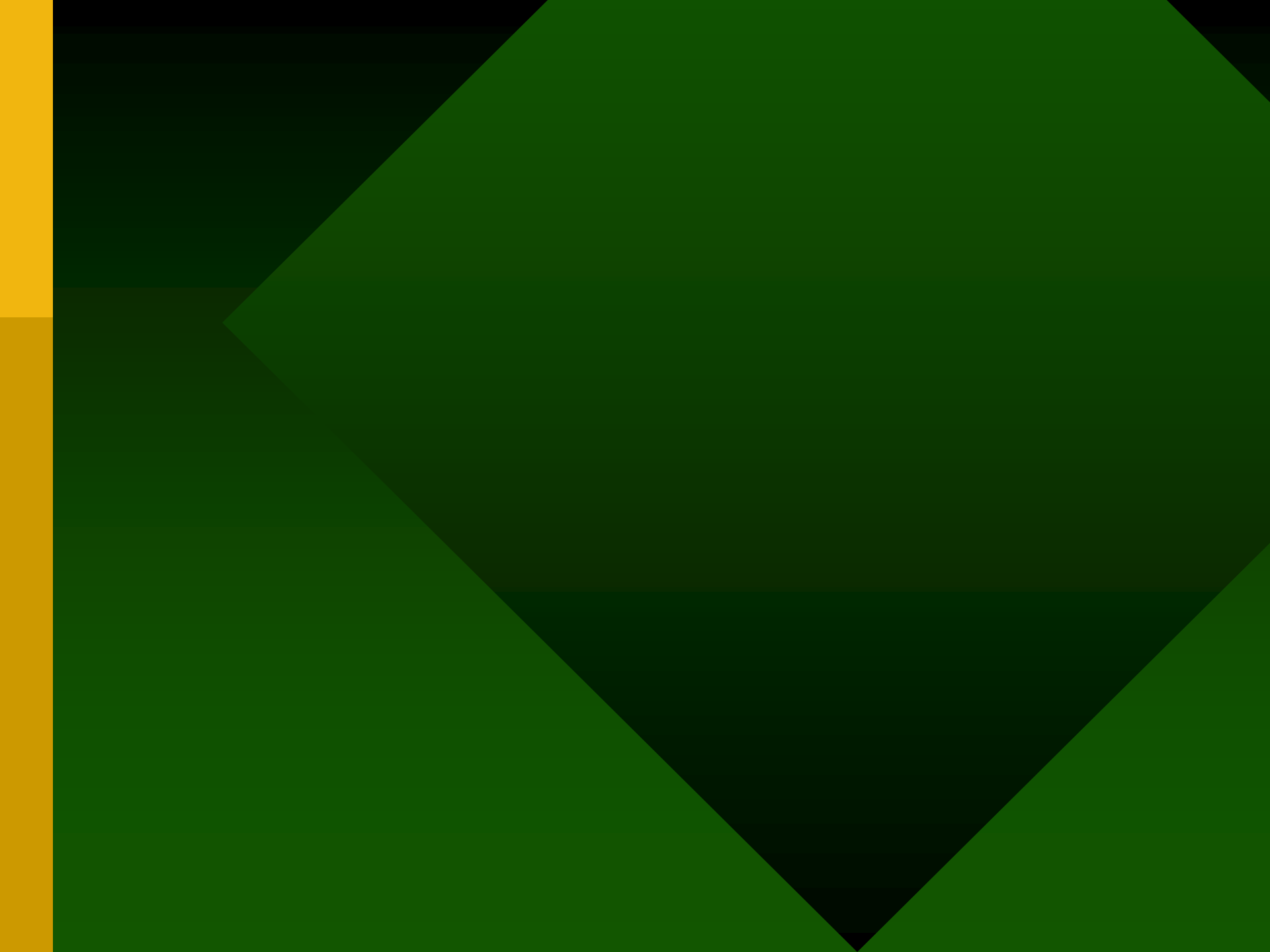
- ❖ Microteaching involves presentation of micro lesson
- ❖ Audience....small group of peers.
- ❖ Feedback given by peers role playing as students
- ❖ Participants learn about strengths & weakness in themselves as teachers
- ❖ Plan strategies for improvement in performance

Limitations of Microteaching

Teaching Skills

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





Set Induction skill

Sub skills

1. Effective beginning
2. Revival of previous knowledge
3. Arousing curiosity
4. Use of teaching - aids
5. Linking with the unit
6. Statement of aim
7. Title writing
8. Creativity / innovative

Stimulus Variation Skill

Sub skills

1. Gestures of Teacher
2. Movement of Teacher
3. Change in speech pattern
4. Change in sensory focus
5. Change in interaction pattern
6. Verbal participation of students
7. Active participation of students
8. Eye to eye contact

Illustration Skill

Sub skills

1. Use of Example - Rule - Example
2. Use of explanatory links
3. Fluency in explanation
4. Clarity in explanation
5. Use of appropriate vocabulary
6. Use of teaching aids
7. Planned repetition
8. Consistency

Questioning Skill

Sub skills

1. Clear and Concise
2. Grammatically correct
3. Thought Provoking
4. Logical sequence of the questions
5. Incl. of Lower, Middle and Higher order Que.
6. Clarity in asking questions
7. Interrogative tone
8. Properly distributed in class

Skill of Reading

Sub skills

1. Clear pronunciation
2. Speed
3. Intonation
4. Reading as per punctuation
5. Fluency / Rhythm in reading
6. Proper emphasis on words
7. Expression
8. Audibility

Skill of Narration

Sub skills

- Use of accurate language
- Clear pronunciation
- Fluency
- Change in Voice
- Stress on main points
- Gesture
- Harmony in presentation
- Audibility

Demonstration Skill

Sub skills

1. Aim of the experiment
2. Selection of apparatus/material
3. Use of organization diagram
4. Skillful handling of apparatus
5. Students participation
6. Opportunity for observation
7. Conclusion of experiment
8. Creation of situation

Black Board Writing Skill

Sub skills

1. Size of the letters/ diagram
2. Spacing between letter, words and lines
3. Clarity of letter/s diagram and legibility
4. Correct
5. Writing in straight line
6. Proper use of colored chalk
7. Speed of writing
8. Planning of writing / sketching

Reinforcement Skill

Sub skills

- Accepting students response
- Using positive verbal reinforcement
- Using of positive non verbal reinforcement
- Recognizing the student by name
- Avoiding negative verbal reinforcement
- Accepting the student capacity
- Avoiding Negative non-verbal reinforcement
- Repeating and rephrasing

Closure skill

Sub skills

1. Revision of main points
2. Linking between past and present knowledge
3. Linking with objectives of lesson
4. Recapitulation (use of gained knowledge in same situation)
5. Summary of present knowledge (Oral / written)
6. Application (use of gained knowledge in new situation)
7. Relevance of present knowledge
8. Opportunities for future learning

Integration Lesson

Lesson Note

1. Neat, Correct and complete.

Introduction

1. Relevant and stimulating
2. Revival of previous knowledge and linking with the topic
3. Statement of Aim and Title writing

Integration Lesson

Presentation

1. Clarity and Fluency in /Narration / Illustration
2. Questions - Clear, concise and grammatically correct
3. Logical and thought provoking questions
4. Distribution of questions and Reinforcement
5. Black Board Writing
6. Clarity and Reading / Demonstration
7. Classroom interaction

Integration Lesson

Presentation

8. Use of Teaching Aids / Use of Examples

9. Closure

10. Proportion of each skill

11. Logical sequencing of skills

12. Ease in using various skills

13. Confidence in Teaching and attire

14. Effective Use of various skills

15. Readiness towards classroom teaching

