

MICRO TEACHING

1.CONCEPT :-

Micro teaching is a technique aiming to prepare teacher candidates to the real classroom setting.

Microteaching can also be defined as a teaching technique especially used in teachers pre-service education to train them systematically by allowing them to experiment main teacher behaviors.

Micro teaching was invented in 1963 at Stanford university by DWIGHT W.ALLEN and subsequently been used to develop educators in all forms of education.

2.DEFINITION:-

Micro teaching is a scaled down process of breaking the teaching units into small parts. Because the students Teacher exposed to be real classroom situation. It breaks into a small segments, the teacher trainee teaches a small group of 5 to 10 students for a small period of 5 to 10 minutes. During which only one particular skill is attempted to develop. So micro-teaching is a scaled down process of breaking the teaching units into small segments.

3.MICRO TEACHING STEPS AND CYCLE:-

1.Plan

This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analysed 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 are possible

2.Teach

This involves the attempts of the teacher trainee to use the components of the 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 visualised in the planning of the activities, the teacher should modify his/her behaviour 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

3.Feedback

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.

4.Replan

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

5.Reteach

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 pupil. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

6.Refeedback

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

Teaching is a complicated process but it can be analysed into simple teaching tasks called teaching skills. 1. Teaching skill is the set of behaviours/acts of the teacher which facilitates pupils' learning. 2. Teaching is observable, definable, measurable, demonstrable and can be developed through training. 3. Micro-teaching is a teacher training technique which plays a significant role in developing teaching skills among the pupil teachers. 4. The procedure of micro-teaching involves the following steps : Plan → Teach → Feed-back → Re-plan → Re-teach → Re-feedback. These steps are repeated till the pupil-teacher attains mastery in the use of the skill. 5. The micro-teaching cycle consists of all the steps of micro-teaching. 6. For practising teaching skill the setting of micro-teaching involves: i single skill for practice ii. one concept of content for teaching iii. a class of 5 to 10 pupils iv. time of practice 5 to 10 minutes v. Systematic use of feedback plays a significant role in the acquisition of the skill

upto mastery level. vi. Afterthe acquisition of all the core skills it is possible to integrate them for effective teaching in actual classroom-situations.

4.MICRO TEACHING Vs MACRO TEACHING

SI.NO	PARTICULARS	MICRO-TEACHING	MACRO-TEACHING
1	TIME	5 TO 10 MINS	40 TO 45 MINS
2	CLASS-SIZE	5 TO 10 STUDENTS	20 TO 25 STUDENTS
3	NO.OF SKILLS	1 SKILL	ALL THE SKILL
4	NO.OF CONCEPTS	ONE	MANY

5. Questioning skill

Questioning skills refer to one’s ability to formulate and respond to questions about situations, objects, concepts, and ideas. Questions may derive from oneself or from other people.

There are two levels of questions:

1. Low-level questions refer to questions that require one to recall information that has been registered in memory. Low-level questions operate on the level of knowledge, drawing from one’s knowledge base of a subject.
2. The High-level questions encompass questions that require one to process information rather than simply recall it. High-level questions operate on one’s ability to comprehend, apply, analyze, synthesize, and evaluate information.

Questioning techniques

Good questions are essential to effective communication between: the teacher and the student: the teacher who lack the skill to effectively question their student create disinterest and boredom on the part of the student. They also ignore a fine opportunity to open communication lines for determining the effectiveness of the lesson. Good questions expand on central thoughts, develops the subject, and not on minor, nice-to-know points. Let us look at some rules for asking questions.

- Distribute questions at random. Do not always ask the same student or those sitting in a particular area. Ask questions of the entire class to promote thinking in all students and get them involved.
- Don't use catch or trick questions. Students will not participate and you could possibly lose them if they feel humiliated.
- Allow enough time for the student to think about and give an answer. Do not waste time waiting if the student clearly does not know the answer, but do not cut the student off before ample time is given for the complete thought process or answer period.
- Begin questions with the words that require thoughtful answers, such as, "Why, When, How, What," etc. Stay away from questions that can be answered with a simple yes or no. This will help stimulate and even guide students thinking.
- Avoid frequent group or choral responses. This method provides answers that are often unintelligible and errors that are hard to pick up.
- Do not waste time "pumping" a student. If the trainee does not know the answer, either offer an explanation or ask the question of another student.

6.Skill of closure

This skill is useful for a teacher to close his teaching properly. The teacher is to summarise all the teaching during the period and provide opportunities for the students to correlate the learnt matter with the past and future knowledge. This is to be done by statements or by asking questions.

7.Skill of Reinforcement

This skill is the most important one than other teaching skills. Reinforcement, the term implies the use of the technique for influencing behaviour of individuals in desired direction. The concept of reinforcement is based on the hedonistic principles, which envisages that all individuals tend to repeat the pleasant experiences and avoid unpleasant ones. The skill is being used to utilize good behaviours of the learners and

to avoid the undesirable behaviours of the learners. The teacher would like the student's desirable behaviours and criterion responses to be retained and undesirable behaviours to be eliminated. For reinforcing student's desirable behaviours and criterion responses he uses positive verbal and non-verbal reinforcers. These reinforcers not only strengthen the student's desirable behaviours but also develop confidence in them. Besides, they enhance their positive self-concept. Absence of positive reinforcers for student's desirable behaviours may erode their confidence and lead to poor self-image. Positive reinforcements encourage students to participate actively in classroom interactions. It stimulates them to achieve more, thereby, creating a sense of achievement.

Skilled use of reinforcers helps a teacher to promote student's learning. The skill of reinforcement refers to the effective use of reinforcers. It can therefore be defined as 'the effective use of reinforcers to modify student's behaviour in the desired direction'.

8.Skill of set induction

- a) One of the skill in the microteaching.
- b) Skill of introducing the lessons.
- c) Step taken by a teacher to begin lesson or other classroom activity.
- d) It's about getting ready and induced in right mindset to learn.
- e) Concerned with the ways of introducing the teaching and learning process.

9.Skill of explaining

- a) Initial statement
- b) Using explaining link
- c) Brevity
- d) Interpreting pupils cues, verbal, no verbal'
- e) Continuity
- f) Fluency
- g) Concluding statement.
- h) Use of illustrations examples, analysis.

10.Skill of varying the stimulus

Varying the stimulus is described as a deliberate change in the behaviours of the teacher in order to sustain the attention of the learners throughout the lesson. The variation in the stimulus helps in avoiding monotony and in generating interest among the students which in turn makes learning effective.

Learning in the classroom depends, to a large extent, on the attention of the students on the learning task. It is therefore, essential for the teacher to secure and sustain student's attention for making his teaching effective. Continuous use of the same stimulus or activity for longer period induces inattention. The inattention is caused in two ways: one is continued focus of the students on the same stimulus for a long time restricts his postural mobility which leads to fatigue. Next is the continued use of the same stimulus for longer duration introduces the element of monotony, which brings in dullness. This will be further aggravated because of the short span of student's attention. Their attention tends to shift from one stimulus to another frequently. They find it difficult to attend to one

stimulus for more than a few minutes. The problem of inattention is a challenge to the teacher, unless she is in a position to secure and sustain student's attention. It is therefore, essential for the teacher to secure and sustain student's attention towards the topic of the lesson.

One of the significant ways to secure and sustain students' attention is to introduce the elements of variation in teaching. The variation can be introduced in several ways depending upon the teaching activity. Appropriate variation in different dimensions can help a teacher to secure and sustain students' attention. The set of teacher behaviours that tend to secure and sustain student's attention in teaching learning situation in the classroom constitutes the skill of varying the stimulus.

Some of the components of varying the stimulus are as follows:

- ❖ Movement
- ❖ Gestures
- ❖ Change in voice
- ❖ Focusing

- ❖ Change in interaction pattern
- ❖ Pausing
- ❖ Student's physical participation
- ❖ Aural visual switching

10.Non- verbal clues

Non-verbal communication has been defined as communication without words. They are usually made with the help of the movements of the eye, hand, head, body, and facial expressions. Facial expression will lead to encourage pupil to participate actively in learning situations. Positive non- verbal cues include smiling, nodding the head, a delighted laugh, patting on the shoulder, asking the students to clap. The students can be asked to clap their hands for correct answers given by a student.

Disapproval without using words has the effect on negative reinforcement. Negative non-verbal cues include staring, looking angry, shaking the head, beating, caning, bruising, raising the eyebrows, tapping foot impatiently and walking around etc.

11.Skill of Blackboard

- a) Spacing between letters, words & lines
- b) Vertical letters
- c) Letters in Large size
- d) The size of capital is bigger than the small letter
- e) Neatness
- f) Retention of relevant matter on the Blackboard
- g) Underlining Important points
- h) Use of Colour Chalk piece
- i) Simple, large, clear and proportionate Diagram Drawn
- j) All the labeling on the right side of the diagram
- k) Clear heading for the diagram

12.LINK LESSON

The link practice may be defined as a process of selection, organization and utilization of different teaching skills to form an effective pattern for realizing the specified instructional objectives in a given teaching learning situation.

- a) Link practice sessions are normally arranged with about 20 pupils for about half the normal class period, that is, 20 minutes
- b) The trainee prepares a series of 8 short lessons on a single unit and teaches each lessons for 20 mins using the appropriate skills particular to the content.
- c) The no.of lessons used in link practice is also flexible but should cover adequately the topic that the trainee has choosen.
- d) The skills of set induction and closure which are not practiced in microteaching session are effectively used in the proper place in the link session
- e) At the end of the each leeson the trainee should have a review with tutor, not only of that lessons but also of the general strategy of the set of lessons.

13. MODEL EPISODE;-

Micro teaching lesson study model implemented in the study consists of three stages PLAN,DO & SEE.

This research employed a case study design. This research finds that microteaching lesson study enhancing prospective history teaching skills as well as improving their knowledge.

On the plan stage student in a group of four planning the lesson together. On the stage they share knowledge and ideas, improve their lesson plan, collaborating in teaching aids and assessment preparing,and enhancing their confidence

On the do stage modelling teacher performed the lesson while the other group member observed the lesson.

Reflection is a last stage which providing modelling teacher with positive feedback to improve the lesson.

