

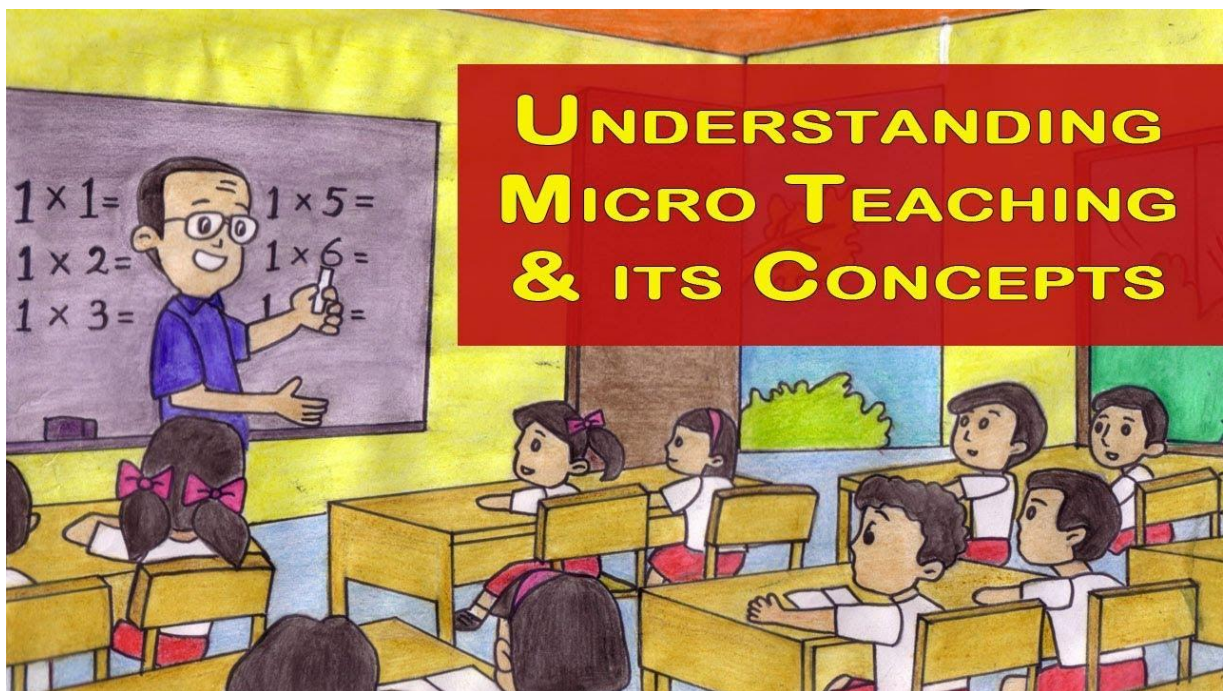
UNIT – 2
TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps, Cycles – Skill of Introduction -Skill of Explaining -Skill of Questioning - Skill of illustration - Skill of Stimulus Variation- Skill of Reinforcement -Skill of closure -Link lesson -Model episode

INTRODUCTION

Micro-teaching is a teacher training technique and faculty development technique. Micro-teaching was invented in 1963 at Stanford University by Dwight W. Allen, and has subsequently been used to develop educators in all forms of education.

It requires the teacher trainee to teach a single concept of content , using a specified teaching skill for a short time , to a very small member of pupils



Meaning of Micro-Teaching

Micro-teaching is a training technique in which a teacher trainee practices with a small group of 5 to 10 pupils for a short duration of 5 to 10 minutes on a selected content/ concept in a single skill.

Micro-teaching is a stimulated social teaching process to provide feedback to teacher trainees for the modification of the behaviour of teacher trainees. Micro-teaching provides teachers with a practice setting or instruction in which the normal complexities of the classroom are reduced and the teacher gets feedback on their performance.

Definition of Micro-Teaching

DW Allen (1966) defined, “Micro-teaching as a scale down teaching encounter in class size and period”.

Mc. Knight (1971) defined,” Micro-teaching is a scaled-down teaching encounter designed to develop new skills and refine old ones.”

Characteristics of Micro-Teaching

The following important characteristics of micro-teaching.

- Micro-teaching is a training technique (not a teaching technique) to prepare the effective teachers.
- 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 feedback to teacher-trainee after the completion of his/her lesson.
- 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.

Objectives of Micro-Teaching

Objectives of micro-teaching are given below –

- ❖ To find out and assimilate new teaching skills underneath controlled conditions.

- ❖ To realize confidence in teaching and mastering a variety of teaching skills on a small size of pupils.
- ❖ To utilize the obtainable material and time to the most.
- ❖ To modify the teaching method to achieve perfection in teaching.
- ❖ To amass mastery during a range of teaching skills.
- ❖ To switch the teaching behaviors within the needed manner.
- ❖ To scale back the complexities of teaching.
- ❖ To amass new teaching skills and refine previous ones.
- ❖ To produce needed feedback.

Another objective of micro-teaching is that Micro-teaching aims at providing part skills of the teacher to the teacher trainees at the pre-service level.

Phases of Micro-teaching

There are three Phases of Micro-Teaching. Three phases of the micro-teaching area unit are as follows

- **Phase I:** Knowledge Acquisition phase (pre--active phase).
- **Phase II:** Skill Acquisition phase (Inter-active phase).
- **Phase III:** Transfer phase (post-active phase).

Phase I: Knowledge Acquisition Phase:

It is a preparatory phase; here teacher-trainee attempts to acquire knowledge about the skill and its components. Initially, trainee tries to learn about the skill and its components through self-initiative. He reads the relevant literature and materials to develop his understanding about the skill and its components.

This can be done in one of the following ways or a combination of them.

- a) Through reading material
- b) A live demonstration of the micro-skill by an expert
- c) A video-tape of the demonstration of the skill

In the live as well as the videotaped of the demonstration of the skill, the practitioner has a model whom he emulates. The practitioner therefore reads, observes or views as the case may be. This helps him to acquire the knowledge about how to practice the skill.

Phase II: Skill Acquisition Part:

The skill acquisition phase comprised of three major activities i.e.

- preparation,
- practice and
- evaluation.

First, the teacher-trainee selects a topic and plans a micro-lesson (based on skill) for practicing the skill in a mock classroom situation. Then, trainee carefully verifies the physical setting of the classroom such as class-size, time-duration and presence of supervisors before demonstrating lesson.

Further, trainee demonstrates the lesson in the classroom and gets immediate feed-backs from trainer and fellow-trainees. As we know, proper feedback is essential ingredient to master the skills of teaching. For this purpose, both supervisor and fellow-trainees analyse the skill presentation of trainee through taught lesson and immediately provide feed backs to him. Analysis activity provides the idea to re-plan a similar lesson for reteaching.

After considering the given feed-backs, teacher-trainee re-plans the lesson and teaches again in the classroom. This cycle of micro-teaching continues till trainee attains mastery level of skill.

Phase III: Transfer Phase:

In the transfer phase after attaining mastery and command over each skill, teacher-trainee integrates different skills and provides an opportunity to use the skills in normal classroom teaching. Thus, the skills practiced during micro-teaching sessions are transferred smoothly to regular teaching in this phase.

Creation of a micro-teaching setting:

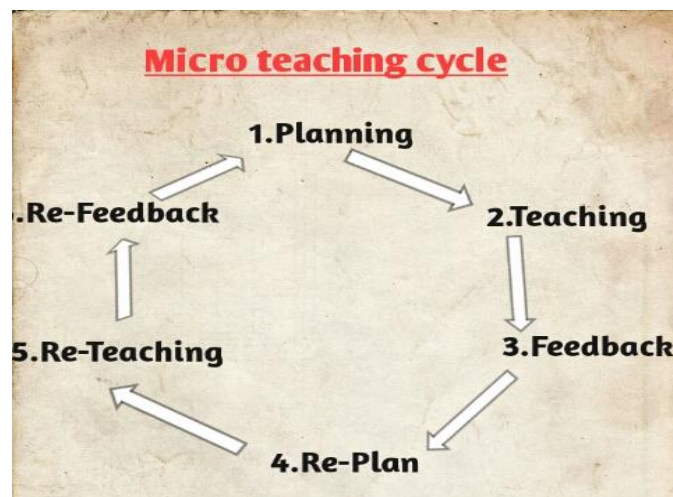
The Indian model of micro-teaching developed by NCERT gives the following settings.

- The number of students is about 5 to 10.

- The duration of the time is about 5 to 10 minutes.
- Number of skills only one.
- Duration of the micro-teaching cycle: 36 minutes.
- Observers: peers and teacher educator.

Micro-Teaching Cycle:

Based on the above steps it can be concluded that the micro-teaching should follow a cycle as mentioned below:



Step1_Plan

In this first step, teacher-trainee selects a topic or concept and prepares short-lesson plan with the use of components of the skill under practice. The activities of micro-teaching are planned in such a way where maximum application of the components of a skill is possible.

Step2_Teach

After preparing lesson plan, teacher-trainee attempts to teach the group of students as per the planned activities within stipulated time. In case of any different situations arise during micro-teaching session which is not visualized in the planned activities. Trainee can alter the activities as per the situational demand. He should have the courage and confidence to handle the challenging situation of classroom.

Step3_Feed-backs

It refers to providing information about trainee's performance in the classroom. The information is comprised of strength and weakness of trainee's performance during practice session. Obviously, feedback contributes more in enhancing the performance and behavior modification of trainee in the desired direction in each and every skill practice.

Step4_Re-plan

At this juncture, teacher-trainee re-plans his lesson incorporating the given feedbacks by the supervisors. Here, the trainee again prepares a micro-lesson on the same topic or a topic which suite trainee for practicing particular skill.

Step5_Re-teach

Here, teacher-trainee teaches the micro lesson at another time. Trainee can teach on same topic to different group of students and another topic to same group of students' vice-versa. It is done to avoid the boredom of classroom. Thus, trainee will teach the class with renewed courage and confidence to perform better than the previous attempt.

Step6_Re-feedbacks

Again supervisors provide the feed-backs on trainee's performance in his second attempt of skill practice.

Advantages of Micro-Teaching

The Advantages of micro-teaching are given below.

- It reduces traditional schoolroom teaching by scaled-down teaching.
- Its objectives square measure well outlined.
- Micro-teaching is helpful for developing teaching potency in pre-service and in-service teacher education programs.
- The information and application of teaching skills are given by the utilization of micro-teaching.
- It provides for self-analysis through the magnetic recorder and videotape.
- Micro-teaching could be a coaching device for rising teaching apply and prepares effective academics.
- Micro-teaching is coaching for real teaching.

- It minimizes the complexities of traditional schoolroom teaching.
- Micro-teaching facilitates in increase confidence step by step.
- It's simply noticeable, measurable, achievable, modifiable, and practicable.

Disadvantages of Micro-Teaching

The disadvantages of micro-teaching are given below.

- Microteaching is an incredibly time intense technique.
- Microteaching is ability orientated instead of content orientated.
- Scope of micro-teaching is slim.
- Non-convenience of a micro-teaching laboratory.
- A sizable amount of trainees can not be given chance for re-teaching and re-planning.
- Micro-teaching is carried with success solely during a controlled environmental state of affairs.
- The fortunate implementation of micro-teaching needs competent and suitably trained academics.
- Micro-teaching doesn't take into thought the general setting of teaching.

Difference between Micro teaching and Traditional teaching

S.No	MICRO TEACHING	TRADITIONAL TEACHING
1.	Class is made up of a small group of between 6 and 10 students to 60 students.	Class is made up of 40
2.	The teacher takes up one skill at a time	The teacher takes up several skills at a time

3.	Duration of time for teaching is 5 to 7 minutes	Teaching is 40 to 45 minutes
4.	Immediate feedback given	Immediate feedback not given
5.	Teaching is done under a controlled situation	There is no control over the situation
6.	The role of the supervisor is specific and well defined in order to improve teaching	The role of the supervisor is vague, not clear and general
7.	Pattern of classroom interaction can be studied objectively	Pattern of class room interaction cannot be studied objectively

Major Skills of Micro-teaching practiced in Teacher Training Institutions

1. Skill of Introducing a Lesson
2. Skill of Explaining
3. Skill of Probing Questioning
4. Skill of Illustrating with Examples
5. Skill of Black board Writing
6. Skill of Stimulus Variation
7. Skill of Reinforcement
8. Skill of Achieving closure

I Skill of Introducing a Lesson

The skill of introducing a lesson means being able to form a connection with learners, encourage their participation and present them with important concepts. If you know how to introduce a topic in class, you can motivate students to learn and convince them of the benefits that the lesson holds

This Skill of Introducing a lesson can be described with reference to the components within, which are as follows:

The two desirable behaviours are as follows:

- i) Using previous knowledge
- ii) Using appropriate devices

The two undesirable behaviours are as follows:

- i) Lacking in Continuity

ii) Uttering irrelevant statements or questions

COMPONENTS OF SKILL OF INTRODUCTION

1. Greetings
2. Rapport establishment
3. Previous knowledge checking
4. Statement relevant to topic
5. Using appropriate devices
6. Aim is done and writing topic on blackboard

II Skill of Explaining

- This involves the skills required to explain with clarity and proper understanding of the concepts. The components include teacher enthusiasm, creating readiness by a beginning statement or topic sentence, effective explanation, planned repetition, and concluding statements or key messages with summary of explanation.
- Using beginning and concluding statement.
- Using explaining links
- Questions to test students understanding.
- Questions followed by correct responses.

A teacher is said to be explaining when he is describing 'how', 'why' and sometimes 'what' of a concept, phenomenon, event, action or condition. It can be described as an activity to bring about an understanding in the learning about a concept, principle. Etc. while explaining the teacher gives.

- Causes for some phenomena, event or action
- Reason for some phenomena, event or action
- Steps involved in arriving at a result or
- Various events that have resulted in phenomena

Explaining bridges the gap in understanding the new knowledge by relating it to the past experience. Thus explaining depends upon the type of the past experience, the type of the new knowledge and the type of the relationship between them. Explanations can be made more effective by using simple and clear language for clarity, examples and illustration materials for better understanding and appropriate link words for relating the concepts.

COMPONENTS OF SKILL OF EXPLAINING



1. **Appropriate beginning and concluding statement.**
2. **Using explaining links**
3. **Covering essential points**
4. **Using relevant statements**
5. **Fluency in explaining**
6. **Continuing in statements**
7. **Appropriate words, vocabulary and phrase**

III Skill of Questioning

The Skill of Questioning is a very important skill that a teacher had to master. When introducing a lesson, use this skill to measure the previous knowledge of the learners. While doing the lesson, ask questions to develop the lesson and after explaining every topic, ask questions to ascertain comprehension. Questions are also framed for achieving closure of the lesson in order to develop the summary of the total instruction. Again, while giving the Home Assignment, frame questions for the students to answer the same or perform some activity. Apart from using questions at every stage of the lesson, eventually for the tests and examinations too, need to set the question paper. All these go

to prove how important the Skill of Questioning is for a teacher to master the same. Having seen the importance of the Skill of Questioning, let us now see the components within this skill.

COMPONENTS OF QUESTIONING SKILL

1. Relevancy
2. Precision
3. Clarity
4. Grammatically Correct
5. Level of the question

IV Skill of Illustrating with Examples

As teachers, come across situations in classrooms wherein found that in order to explain an abstract concept/idea/principle to students, it creates naturally resort to giving examples. This is precisely the skill of illustrating with examples that a teacher has to acquire and master so as to bring about effective teaching.

The skill of illustrating with examples can be defined as the selection and presentation of examples relevant to the concept/idea/principle that has to be taught to the pupils.

The components of the skill are:

- 1) Formulating simple examples
- 2) Formulating examples relevant to the concept/idea/principle
- 3) Formulating interesting examples
- 4) Using appropriate media for presenting examples
- 5) Using appropriate approach for presenting examples

V Skill of Using Blackboard

A blackboard is a powerful visual tool that facilitates effective instruction in the classroom. The blackboard is used to give clarity about the topic that is being taught in the class and it gives a visual representation to the students.

COMPONENTS OF THE SKILL OF BLACKBOARD WRITING

- Legibility
- Size and alignment

- Highlighting the main points
- Utilization of space
- Blackboard Summary
- Correctness
- Position of a teacher
- Eye contact with pupils
- Cleaning of blackboard

VI. Skill of Stimulus Variation

Stimulus is something or anything that an individual responds to. So far as a classroom is concerned, the teacher is the main source of stimuli while imparting teaching. Now let us see to what these stimuli connected with the teacher are.

Imagine a teacher explaining something and in order to make the same effective, he/ she moves to the Blackboard to write something no\ yes towards the students to ask questions in order to ascertain comprehension. The teacher uses various gestures, using hands, head and facial expressions. Such behaviours that draw and sustain pupils' attention keep changing as per the requirements of the situations. These changing movements and gestures of the teacher while teaching comprise the skill of Stimulus Variation.

COMPONENTS OF SKILL OF STIMULUS VARIATION

1. Purposeful movement
2. Gestures
3. Voice modulation
4. Focusing
5. Change in interaction style
6. Pausing
7. Audio-visual switching

VII. Skill of Reinforcement

The term reinforcement was introduced by Pavlov in 1903. The concept of reinforcement means getting the work completed by giving some incentives or rewards to the certain person. Refers to anything stimulus which strengthens, encouraging the designated behaviour, or increases the probability of a specific response.

Reinforcement is an event which enhances the possibilities of recurrence of the response when a stimulus is produced in the similar situations. It is an evidence-based practice used to teach target skills and increase desired behaviour. Reinforcement means the use of such stimuli or their presentation or their removal so that the possibility of recurrence of some response may increase.

There are two types of reinforcement these include positive and negative reinforcement. If the event increases the possibility of the response, it is said to be „**Positive Reinforcement**“. If the event decreases the possibility of the response, it is said to be “**Negative Reinforcement.**”

COMPONENTS OF SKILL OF REINFORCEMENT

POSITIVE VERBAL REINFORCEMENT

- 1.Extra verbal cues**
- 2.Proximity Reinforcement**
- 3.Token Reinforcement**
- 4.writing pupils answer on the black board**

NEGATIVE VERBAL REINFORCEMENT

- **Non Verbal Cues**
- **Contact Reinforcement**
- **No Reinforcement**
- **Negative Non-Verbal Reinforcement**

VIII Skill of Achieving Closure

The process of achieving closure to the lesson realizes all the above objectives. Let us now see what the components of the Skill of Achieving Closure are:

The components of the Skill of Achieving Closure are:

- 1) Consolidation of major points
- 2) Providing opportunities to pupils to apply present knowledge to various new situations
- 3) Linking past knowledge to present knowledge
- 4) Linking present knowledge to future learning

MICRO LESSON PLAN – SKILL OF QUESTIONING

Name of the Student Teacher:

Subject : Commerce

Topic : Transport

Class : XI

Time : 5-7 Minutes

Teacher : Good morning students

Student : Good morning madam

Teacher : Shall we start the class

Student : Yes mam.

Teacher : Let me ask you few questions about transport before going into the topic in deep .
Are you ready?

Pupil : Yes madam.

Teacher : Can you tell me the meaning of Transport?

Student : “carrying from one place to another place

Teacher :How many kinds of Transport are there?

Student : Three

Teacher : what are They?

Student : Road , water and Air transport.

Teacher : what are the types of Road transport?

Student : Pack animals, Bullock carts, Motor lorries and buses, Tram ways and Railways.

Teacher : What is the difference between Road and water transport?

Student : It uses road and water transport uses water

Teacher : Which is the cheapest mode of transport?

Student : Railways

Teacher : List out the advantages of water transport

Student : It is most suitable for carrying heavy loads at low cost.

Teacher : which mode of Transport is costlier?

Student : Airways mam

Teacher : Good. Tomorrow we will see in detail about the concept. Thank you students

Student : Thank you madam.

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.

LINK LESSON

PARTICULARS	MICRO TEACHING	LINK PRACTICE	MACRO TEACHING
TIME	5 TO 10 MTS	20 TO 25 MTS	40 TO 45 MTS
CLASS-SIZE	5 TO 10 STUDENTS	20 TO 25 STUDENTS	40 AND ABOVE STUDENTS
NO. OF SKILLS	1 SKILL	3 TO 4 SKILLS	ALL THE SKILLS
NO. OF CONCEPTS	ONE	TWO OR THREE	MANY

MODEL EPISODE - Link lesson

Skill: Integration of skills

Class: XI

Subject: Commerce/ Economics

Unit : Service Business-I

Topic: Functions of Commercial Banks

Teacher/Student	Teaching-Learning Activities	Skill Components
Motivation Teacher	Good Morning students	
Students	Good morning Sir	
Teacher	Give the name of few commercial banks	Skill of introducing
Students	SBI, Indian Bank, ICICI	
Teacher	From which bank you received scholarship?	Skill of introducing
Students	SBI sir	
Teacher	Very good	Skill of reinforcement
Presentation Teacher	<p>Today we are going to see the functions of Commercial Banks they are:</p> <ul style="list-style-type: none"> ➤ Accepting deposits ➤ Lending loans ➤ Credit facility ➤ Demand deposits and Time deposits are two types of deposits 	Skill of Explaining, Skill of stimulus variation, skill of fluency in communication
Interaction Teacher	➤ What are the two types of deposits	Skill of questioning
Students	➤ Demand deposits and Time deposits	
Teacher	➤ Good. What is Time deposit?	Skill of reinforcement, skill of questioning

Students	➤ Deposits which are payable after the period is called Time deposit	
Teacher	➤ Bank collect identity and address proof of the customer. It is called(KYC)	Skill of Explaining, Skill of stimulus variation, skill of fluency in communication
Teacher	➤ What is KYC?	skill of questioning
student	➤ Know your customer	
Teacher	➤ Good. Smiling	Skill of reinforcement
Summing up	➤ Teacher recalls all the important points	Skill of stimulus variation
	➤ Tomorrow we will see granting loans and Advances	Skill of Closure