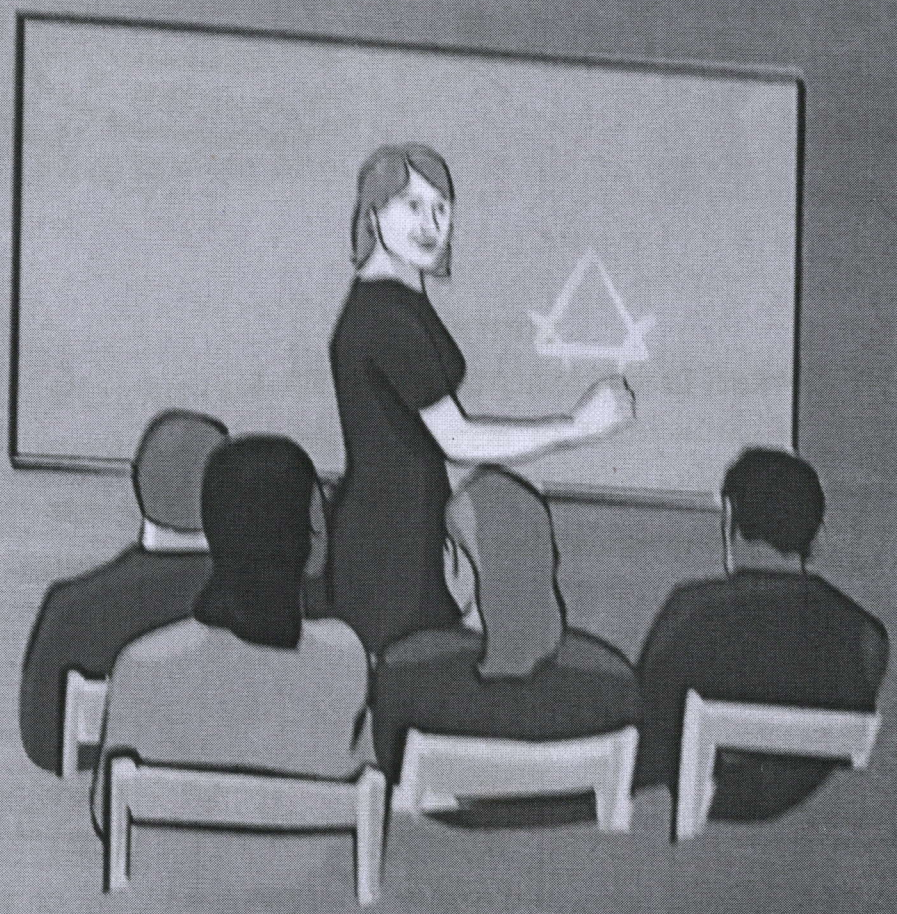
MICROTEACHING
MADE EASY



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MICROTEACHING: MADE EASY

Introduction

Teaching is a complex process. To reduce the complexity of teaching it is analyzed in to simple teaching activities performed by the teacher during the teaching-learning process. The main objective of all these activities is to promote learning among pupils. These verbal and non-verbal activities may be explaining, illustrating with examples, questioning, writing on the black board, drawing figures etc. are called as teaching activities. Therefore, these specific teaching activities/arts/ behaviours which are observable, definable, measureable, and demonstrable and can be developed through training are known as teaching skills. Therefore teaching consists of a number of interrelated teaching skills, which occur at different stages of teaching.

Teaching Skills

- Teaching skill is that behaviour of the teacher which facilitates pupil's learning directly or indirectly.
- Teaching skill includes all arts and behaviour of the teacher which maximizes pupil's learning.
- Teaching skill is that art of the teacher which makes communication between the teacher and pupils efficient.

Microteaching

Microteaching is a training technique in which a student teacher is required to teach a single concept with a specified teaching skill on a small group of pupils in a short duration of time. Microteaching is practiced in terms of desired teaching skills. A skill cannot become one's own unless it is practiced periodically. A.W. Dwight Allen of the Stanford University first adopted the term *Microteaching* in 1963. Thomas Green has explained that learning is not possible without teaching, but without learning, teaching is not possible. Among the different practices of teacher training, microteaching is an important

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technique, which imparts intensive training in the component skills of teaching to the teacher trainees.

"Microteaching is a training technique which requires student teachers to teach a single concept, using specified teaching skill to a small group of students in a short duration of time" - **B.K. Passi**

Microteaching is a "scaled-down teaching encounter in class size and class time". (A student teacher teaches a small unit to a group of 5 to 10 students for 5 to 10 minutes which reduces the class size, duration and the content) – **Dwight Allen (1963)**

Microteaching is a training procedure aimed at simplifying the complexities of the regular teaching process. Microteaching situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones. Microteaching is a new design for teacher training which provides the trainers information about their performance immediately after the completion of their lessons.

Characteristics of Microteaching

From the definitions stated above, the characteristics of Microteaching can be summarized as follows:

i) Microteaching is a teacher training technique and not a teaching method.

ii) In microteaching the teacher trainee practices one specific teaching skill at a time, till he / she attains mastery over the skill.

iii) Microteaching is real teaching, though the teaching situation is stimulated.

iv) Microteaching operates on a predefined model: Plan, Teach, Feedback, Re-plan, Re-teach, Re-feedback, Re-plan etc.

v) Microteaching allows for increased control of practice by providing feedback to the teacher-trainees.

vi) Microteaching is not a substitute, but a supplement to the teacher-training programme.

vii) Micro teaching is cyclic process.

Components of Microteaching

The following are the components of microteaching.

i. Microteaching Situations

Size of the class, length of the content and teaching method.

ii. Teaching Skills

To provide training of teaching skills. (Introducing lesson, explaining, blackboard usage, probing questions etc.)

iii. Student Teacher

The student who is trained to become a teacher is called pupil-teacher or student-teacher. During training his various capacities are developed in him (Classroom management, maintaining discipline, capacity of organizing various programmes)

iv. Feedback devices

In order to bring changes in the behavior of the pupils, it can be provided through video-tape and questionnaire.

v. Microteaching Laboratory

Necessary facilities of feedback can be gathered through microteaching laboratory.

Features of Indian Model of Microteaching

After lot of research studies were undertaken by various institutions and efforts were taken by NCERT, the concept of microteaching has been modified to suit the needs and requirements of Indian teacher-trainees with the help of facilities and infrastructure available in our teacher-training colleges.

Some of the salient features of this model have been listed below,

i) Indian model of microteaching is a low technology model with minimum electronic gadgetry.

ii) In the Indian Model of Microteaching peers are used as students instead of real pupils.

iii) In the Indian Model of Microteaching, observers, using appraisal guide, systematically record the performance and provide the feedback to the trainees.

iv) It is flexible to suit the varying conditions available in teacher-training institutions.

v) The duration of the microteaching cycle as adhered to in the Indian Model of Microteaching varies from 35 to 50 minutes.

The duration of the Indian Model of Microteaching as recommended by NCERT is 36 minutes as follows.

Teaching session	:	6 mts
Feedback session	:	6 mts
Re-plan session	:	12 mts
Re-teach session	:	6 mts
Re-feedback session	:	6 mts
Total Duration of Microteaching cycle	**:**	**36 mts**

Microteaching Cycle

The training procedure for one teaching skill is called as 'Microteaching cycle'. In this cycle, the teacher trainee chooses a specific skill, prepares a micro-lesson plan and teaches a small group of students for duration of 5-7 minutes. The teacher educator and the peer group observers rate the lesson using an observation schedule or an appraisal guide.

On the basis of the performance appraisal, immediate feedback is given to the teacher-trainee by the observers. The trainee then modifies her / his lesson and re-teaches another set of students (peer or real students). This lesson is also rated by the supervisor and other observers and then analyzes and discuss with the trainee. This process is repeated till the trainee attains adequate level of the skill acquisition. The completion of these steps results in the completion of one microteaching cycle as shown in the figure 1.

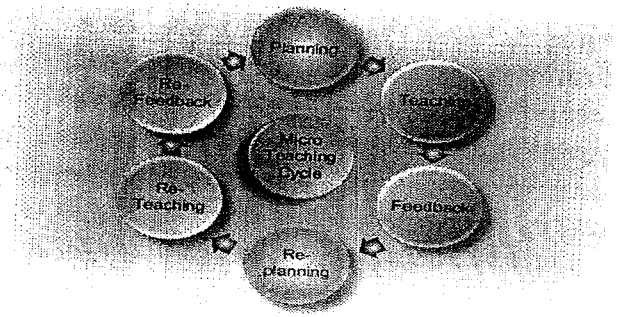

Figure 1. Microteaching Cycle

Steps of Microteaching

The microteaching programme involves the following steps:

Step I : Particular skill to be practiced is explained to the teacher trainees in terms of the purpose and components of the skill with suitable examples.

Step II : The teacher trainer gives the demonstration of the Micro teaching skill in simulated conditions to the teacher trainees.

Step III : The teacher trainee plans a short lesson plan on the basis of the demonstrated skill for his/her practice.

Step IV : The teacher trainee teaches the lesson to a small group of pupils. His lesson is supervised by the supervisor and peers.

Step V : On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee. The supervisor reinforces the instances of effective use of the skill and draws attention of the teacher trainee to the points where he could not do well.

Step VI : In the light of the feed-back given by the supervisor, the teacher trainee replans the lesson plan in order to use the skill in a more effective manner in the second trial.

Step VII : The revised lesson is taught to another comparable group of pupils.

Step VIII : The supervisor observes the re-teach lesson and gives re-feed back to the teacher trainee with convincing arguments and reasons.

Step IX : The 'teach – re-teach' cycle may be repeated several times till adequate mastery level is achieved.

Feedback

It refers to providing information to an individual about his performance with a view to modify in it the desired direction. It includes points of strengths as well as weaknesses relating to the behaviour/ performance.

Types of Feedback

i) ***Positive Feedback:*** Student-teacher is provided information about his strong points only.

ii) ***Negative Feedback:*** Student-teacher is provided information about his weak points only.

iii) ***Mixed Feedback:*** Student-teacher is provided information about his negative and positive points.

Types of Feed Back (on the basis of Time) are:

i) ***Immediate Feedback:*** It is given just after the completion of micro lesson.

ii) ***Delayed Feedback:*** It may be given after one hour, two days or one week.

Guiding Principles for Providing Feedback

- ✓ The supervisor may highlight the positive points first which will build self-confidence in the student teacher.
- ✓ The supervisor may then draw the attention of the student teacher towards the components which require improvement.
- ✓ The supervisor should try to give feedback in an informal setting.
- ✓ The feedback should be suggestive and in a non-threatening manner.

Need of Microteaching

Teachers are not born; they can be made by training. Teachers can make their teaching more effective if they learn the components of teaching, because the entire teaching process is very complex. Some teachers are good communicators naturally but even these teachers along with teachers who need to be trained, can make their teaching effective through microteaching by analyzing their performance, learning new skills and refining the old ones. Through feedback they can learn where they are weak and rectify it easily. The need of microteaching is to help the teachers to train themselves with self-control and different skills like reinforcement, explaining and classroom management. Thus teaching can be made effective and that leads to perfection in teaching.

Advantages of Microteaching

i) Microteaching is real teaching, although a teaching situation is constructed in which the student teacher and pupil work together in a practice situation.

ii) Microteaching focuses on training for the accomplishment of specific tasks.

iii) Microteaching allows for increased control of practice.

iv) Microteaching lessens the complexities of normal classroom teaching.

Difference between Microteaching and Traditional teaching

Sl. No.	Microteaching	Traditional teaching
1.	The students are not real (Student Teachers play the role of being classroom students)	The students are real.
2.	Use of one skill and one concept	Use of many skills and concepts
3.	Class size reduced (5-10 students)	Normal class size (35-60 students)
4.	Short duration of period (5-10 minutes)	Normal periods (40-45 minutes)
5.	Real/simulated conditions (constructed situations, which is identical to the real situations)	Real conditions
6.	Role play (the teacher puts students in those situations)	No role play
7.	Training device	Teaching purposes
8.	Level attempted	Not necessary
9.	Skill oriented	Content oriented
10.	Feedback compulsory	Not necessary

Phases of Microteaching

There are three phases of the microteaching. They are:

i) Knowledge Acquisition Phase

In this phase the teacher-trainee learns about the skill and its components through discussion, illustrations and demonstration of the skill given by the expert. The teacher trainee learns about the purpose of the skill and the condition under which it proves useful in the teaching learning process. The trainee discusses and clarifies each and every aspects of the skill.

ii) Skill Acquisition Phase

On the basis of the demonstration presented by the expert, the teacher-trainee plans a micro lesson, for practicing the demonstrated skill. The teacher trainee practices the teaching skill through the

microteaching cycle and continues his/her efforts till he/she attains mastery level. The feedback components of microteaching contribute significantly to the mastery level in acquisition of the skill.

iii) Transfer Phase

After attaining the mastery level and command over each of the skills, the teacher-trainee integrates all these skills and transfer to actual classroom teaching done during this transfer phase.

Different Microteaching Skills

i) ***Skill of Set induction*** (introduction of the lesson): Arousing motivation, gaining attention

ii) ***Skill of Explaining:*** Clarity, continuity, covering essential points, connecting links to link the statements (why, what, how etc.

iii) ***Skill of Blackboard usage****:* Clarity of hand writing, legibility, neatness.

iv) ***Skill of Probing questioning****:* Concerned with the questions to be asked about the content in more depth (stimulates the cognitive development)

v) ***Skill of Stimulus variation:*** Body movement, change in speech pattern, change in interaction style, oral – visual switching (changing of gestures and position)

vi) ***Skill of Reinforcement****:* Use of praise words and statements, accepting and using pupils ideas, writing pupils' answer on the blackboard.

vii) ***Skill of Illustration:*** Simple, relevant and interesting examples, explain the concept through examples (pictures and charts) – appropriate media

*viii)****Skill of Classroom management****:* Call pupils by names, make norms of classroom behaviour, check non-attentive behaviour, keep pupils eye span, check inappropriate behaviour immediately.

ix) ***Skill of Closure*** (finish some task): The absence of proper closure makes the lessons ineffective. Consolidation of major points, linking the present knowledge with the previous, application of the new knowledge.

Let us discuss each microteaching skills in detail:

I. SKILL OF INTRODUCING THE LESSON

No lesson can take off abruptly in a class without the teacher introducing the topic. A motivating narration or an anecdote may be one of the ways to start a class. A few questions testing the previous knowledge of the pupils which can be related to the topic on hand is yet another way. Whatever is the device it should arouse the curiosity of the learner to know more. That's exactly when the topic of the lesson could be mentioned to them. Such a good introduction will sustain the interest of the class till the end.

The skill of introducing the lesson is defined as proficiency in the use of verbal and non-verbal behaviour, teaching aids and appropriate devices for making the pupils realize the need of studying the lesson by establishing cognition and affective rapport with them. The teacher should create interest and curiosity in the pupils to listen to (or) receive the new knowledge that is going to be presented by the teacher.

The skill of introducing a lesson or unit involves establishing both cognitive and affective rapport with the pupils. It also involves maximizing the use of previous knowledge of pupils, using appropriate devices, avoiding discontinuity and avoiding irrelevant statements.

Components

The components of skill of introducing the lesson are as follows,

i) Using Previous Knowledge (UPK)

Normally at the beginning of the lesson, students are found not to be attentive and mentally prepared for learning. The primary duty of the teacher is to gain attention and create desire for learning among the students. The previous knowledge refers to the knowledge already possessed by the pupils. The new learning is to be based on completed learning, knowledge or experiences acquired. The teacher should be aware of the previous knowledge of the pupils of a particular age group and grade level. Therefore a teacher has to acquire the art of utilizing such knowledge and experiences. For this purpose he has to take care of the following things.