

ST.CHARLES COLLEGE OF EDUCATION, MADURAI - 06

Exercise 1: Micro Teaching Introduction

Introduction

Micro teaching is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee

- To teach a single concept of contents
- Using a specified teaching skill
- For a short time
- To a very short number of trainees

Definitions of Micro teaching:

- ‘The micro teaching is a scaled down teaching encounter in class size and class time’ - Allen DW
- ‘A system of controlled practice and makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled conditions.’ - Allen and Eve D.W
- The most important point in micro teaching is that teaching is practiced in terms of definable, observable, measurable and controllable teaching skills. - M.C Aleese W.R and Unwin

Characteristics of micro teaching:

In micro teaching the student teacher can concentrate on practicing specific, well defined skills. It is miniaturized teaching in the sense that is scaled down the complexities of teaching with the provision.

- Practicing one skill at a time
- Reducing the class size to 5-10 piece group
- Reducing the duration of lesson to 5-10 minutes.
- Limiting the content at a single concept.
- Micro teaching provides a pin pointed immediate feedback.
- Micro teaching is scaled down teaching. There is no problem of discipline.

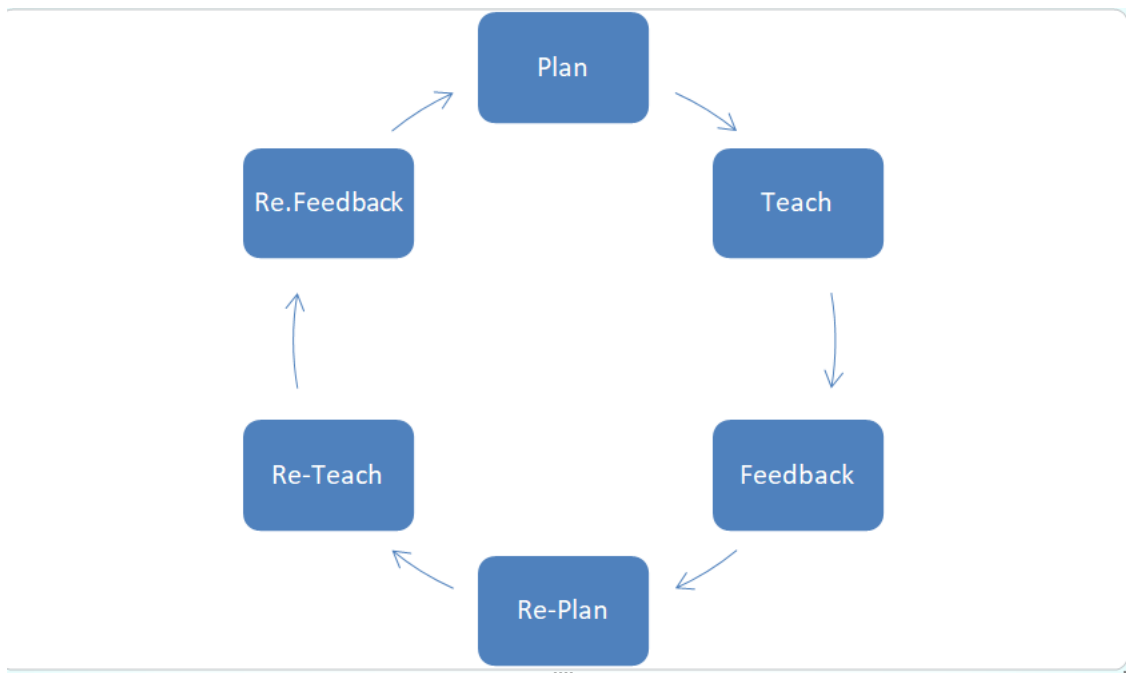
Principle of micro teaching:

- Micro teaching is based on the premises that teaching can be split into component teaching skill.
- The teaching skills can be defined, practiced, observed, controlled and evaluated
- Feed back is the vital part of the micro teaching session. Immediate feedback focuses on particular aspects of the teacher trainee performance.
- A high degree of control over time, number of students, supervision, is stressed on
- Skinners theory of shaping behavior is applied with the teaching. Feedback is re-teaching pattern of the micro teaching.

Microteaching Cycle: The six steps generally involved in micro teaching cycle are

- Plan 2.Teach 3. Feedback 4.Re-plan 5.Re-teach 6.Re-feedback

There can be variations as per requirements of the objective of practice session. These steps are diagrammatically represented in the following figure.



Plan: This involves the selection of the topic, and related content of such a nature in which the components of the skill under practice may be made easy and convenient. The topic is analyzed into different activities of the teachers and pupils. The activities are planned in such a logical sequence where maximum application of the components of the skill is possible.

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 her planning of activities. The teacher should modify her behavior as per the demand of the situation in the class. She should have the courage and confidence to handle the situation arising in the class effectively.

Time : 6 Minutes

No. of students: 5-10 pupil

Supervisor: Teacher educator and one/ two peers

Feedback: This term refers to giving information to the teacher trainee about his performance. This 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.

Re-plan: The teacher trainee re-plans his lesson. Incorporating the points of strength and removing points not skillfully handled during teaching of the previous topic either on another topic suiting to the teacher trainee for improvement.

Re-teach: This involves teaching to the same group people if the topic is the different. If the topic is changed to same group of people. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with more courage and confidence to perform better than the precious attempt.

Re-feedback: This is the most important component of microteaching for behavioral modification of teacher trainee in the desired direction in each and every skill practice.

Skills involved in micro teaching:

The major premise underlying the concept of the micro teaching is that the complex teaching act can be split into component skills each simple, well defined and limited. These skills can be identified, practiced, evaluated, controlled, and acquired through training. These skills are chosen as they foster teaching pupil interaction particularly as they focus on area of motivation, presentation, recapitulation and questioning. The skills are involved in Micro Teaching are as follows

- Skill of Stimulus variation
- Skill of questioning
- Skill of explaining
- Skill of demonstration
- Skill of communication
- Skill of reinforcement
- Skill of illustration with example
- Skill of induction
- Skill of closure

Advantages of Micro teaching

- It is useful for both pre service and in service teacher
- There is a provision for immediate and effective feedback
- It provides an opportunity for integration of the theory and practice
- It is successful method of individualized training
- It is more useful for the training of one or two skills
- It implies the study of interaction between the teacher and the pupil
- It helps in the research work related to classroom training

Becoming a better teacher:

- Writing instructional objectives
- Introducing the lesson
- Fluency and questioning
- probing questions
- explaining
- Illustrating with examples
- stimulus variation
- Silence and non verbal cues
- Reinforcement to student participation
- Increasing pupils participation
- Using black board
- Achieving closure
- Recognizing attending behavior.

Format for writing the micro teaching Record
Exercise – 2 Skill of Introduction

Name of the student teacher:

Name of the observer:

STD:

Subject:

Unit:

Topic:

Date:

Duration:

Components	Short form
Use of Previous Knowledge	UPK
Preliminary Attention Gaining	PAG
Use of Appropriate Device	UAD
Arousing Motivation	AM
Relevance and Sequencing of Questions and Statement	RSQS
Topic Declaration	TD

Write the content how the teacher takes the class in conversation model

Teacher/Student	Activities	Components

Evaluation: Coding Sheet (A print copy will be given for the marking)

Microteaching Skill: Practice No:														
S.No	Components	Coding												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
1.	Use of Previous Knowledge													
2.	Preliminary Attention Gaining													
3.	Use of Appropriate Device													
4.	Arousing Motivation													
5.	Relevance & Sequencing of questions and Statements													
6.	Topic Declaration													
	Total													

Feed Back:

Signature of Observer

Signature of the student teacher

Re -Teaching

Write the content how the teacher takes the class in conversation model

Teacher/Student	Activities	Components

Evaluation: Coding Sheet (A print copy will be given for the marking)

Microteaching Skill: No:													Practice	
S.No	Components	Coding												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
1.	Use of Previous Knowledge													
2.	Preliminary Attention Gaining													
3.	Use of Appropriate Device													
4.	Arousing Motivation													
5.	Relevance & Sequencing of questions and Statements													
6.	Topic Declaration													
	Total													

Feed Back:

Name of the observer

Name of the Student Teacher

- Exercise: 3 Skill of Explaining**
- Exercise 4: Skill of Probing Questions**
- Exercise5: Skill of Stimulus Variation**
- Exercise6: Skill of Reinforcement**
- Exercise 7: Skill of using black board**
- Exercise 8: Skill of achieving closure**
- Exercise 9: Link lesson**