

Micro teaching and Skills of Micro Teaching

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Micro teaching

A teacher makes use of number of methods and techniques to bring about effective learning. The techniques include, motivating the students, explaining, questioning, writing on the blackboard, using teaching aids and so on. The teacher could also make use of nonverbal behaviours such as smiling, nodding and gesturing. These groups of activities are called skills. A teaching skill is a group of teaching acts/behaviours intended to facilitate pupils' learning directly or indirectly. If the teacher trainees are conscious and aware of teaching skills, they will be able to concentrate on each of these skills and gain mastery over the skill. Microteaching introduces the teacher trainee to a wide range of teaching skills and allows the teacher trainee to practice each skill one at a time until he or she becomes proficient in the skill. Later on, the teacher trainee will be able to link many such skills to achieve the desirable outcome.

Definitions:

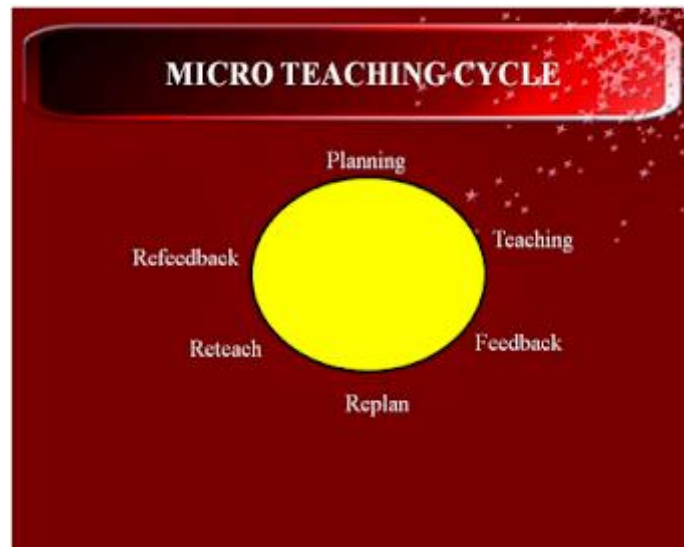
Microteaching has been defined in many ways like:

- Microteaching as a scaled down teaching encounter in class size and class time – Allen D.W. (1966)
- Microteaching as a system of controlled practice, that makes it possible to concentrate on specific teaching behavior and to practice teaching under controlled conditions. – Allen Eve (1968)
- The most important point in microteaching is that teaching is practiced in terms of definable, observable, measurable and controllable teaching skills. – Passi B.K.

From the above stated definitions a more comprehensive definition of microteaching can be stated as follows. Microteaching is a teacher training technique where the complexities of the normal classroom teaching are reduced by:

- Practicing one teaching skill at a time
- Limiting the content to a single concept
- Reducing the class size to 5 to 7 and

- Reducing the duration of the lesson to 5 to 7 minutes.



Planning:

This step involves selection of the skill to be practiced, awareness of the components of the skill, selection of a suitable concept and the writing of a micro lesson plan.

Teaching :

The trainee teaches the lesson in the microteaching setting. NCERT has suggested the following setting for micro teaching.

Time - 6 Minutes

Number of students - 5 to 10; peer group

Supervisor - Teacher educator and/or one or two peers

The lesson is being observed by the teacher supervisor and / or peers or videotaped or audio taped.

Feedback:

The observers analyze the performance and discuss it with the teacher trainee on the basis of their rating using the appraisal guide. The feedback should focus on specific behavior related to the model of the teaching skill. The supervisor can reinforce effective behavior and draw attention to other behavior modifications necessary for mastering the skill.

Replan:

In the light of the feedback received from the supervisor and peer observers the teacher trainee replans his/her micro lesson by writing another micro lesson plan or modifying the existing one.

Reteach:

The teacher trainee reteaches the revised lesson to another, but comparable group of students. The supervisor checks to see whether there is any improvement in skill attainment.

Re-feedback:

The supervisor assesses the lesson once again and provides the feedback to the trainee. This process repeats till the teacher trainee acquires the required level of competency.



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

Teaching session	:	6 minutes
Feedback session	:	6 minutes
Re-plan session	:	12 minutes
Reteach session	:	6 minutes
Refeedback session	:	6 minutes

Total duration of microteaching cycle: 36 minutes

Use of Microteaching:

Microteaching technique enhances the effectiveness of the teacher training programmes in the following ways.

- Microteaching helps in reducing the complexities of the normal classroom teaching. This helps the teacher trainees gain more confidence in real teaching.
- Microteaching creates among the teacher-trainees an awareness of the various skills of which teaching is composed of.

- Microteaching helps in systematic and objective analysis of the pattern of classroom communication through specific observation schedule.
- Microteaching simulates the classroom scene and gives the teacher trainee an experience of real teaching.
- Feedback enables the teacher-trainees to consciously concentrate on specific behaviour modification.
- As microteaching focuses on the modification of behavior and improvement of interaction process involved in teaching learning process, the teacher trainees can handle classes more effectively in real teaching.
- In microteaching the complex task of teaching is looked upon as a set of simpler skills comprising specific classroom behaviour. This helps the teacher trainees in better understanding of the meaning and concept of the term 'teaching'.
- Objectives can be defined more easily and more reliable measures of change in teacher behavior can be thought of using behaviorally defined skills.

5 SKILLS of MICRO TEACHING

1.SKILL OF SET INDUCTION:

- Start the topic to teach indirectly make a such environment in class so students will able to say topic.
- Write the date on top-left corner, name of subject on the top and middle, standard on right corner of the board.
- Be pleasant.

Importance:

- To gain the attention of learners and prepare them into a state of readiness
- Motivate the learners and get them interested in the lesson
- To get students focus
- To suggest an approach of the lesson
- To give meaning to a new concept or principle, such as giving examples.

Features:

- Skill of introducing the lesson
- Steps taken by a teacher to begin lesson or another classroom activity
- It is about getting ready and induced in right mindset to learn

- Concerned with the ways of introducing the teaching and learning process.

Announcement of the Topic with Examples:

Finding students unable to give a satisfactory answer, pupil-teacher will announce the topic by saying that today we will study about area of the cylinder.

Skill of Introduction

Teacher Activity	Student Activity
How many parts will you obtain if both sides upper and lower bases of this sheet are separated?	Three Parts
What is the shape of Part I, II?	Circular
What is the formula used for finding the area of circular?	Area = πr^2
Now the question arises, How will you find the area of cylinder ?	Unsatisfactory response

2.SKILL OF PROBING QUESTIONS:

Questioning skill is an important skill to be developed by any teacher. It is all the more important for all teacher as questioning stimulates the thinking of the students and gets the concepts clarified and hence has significant contribution to teaching and learning for all subjects. Probing is going deep into the pupils' responses by asking a number of questions about what they already know and to lead them to the correct response or to remove any ambiguity or misconception, which has led to such responses. Probing is to be done where there is no response, or incorrect response, or partially right response.

Components and Description of Skill of Probing Questions

S.No.	Components	Description of behavior
1	Prompting	This technique is going deep into the pupil's initial response. This technique is employed when the student gives no response to the correct response with a series of hints or prompts through step-by-step questioning process. Giving hints or clues to lead the student from no response or wrong response to correct response.
2	Seeking further information	This technique involves leading a pupil from partially correct or incomplete response to the correct response through questioning. Questions that lead the students from partially correct incomplete response to correct answer.
3	Refocusing	This technique is employed when the student gives completely correct response. Refocusing through questioning helps the pupils to view the correct response from a different viewpoint. Questions that help the student to view his correct response in a broader perspective.
4	Redirection	Directing the same questions to other pupils when there is a wrong response, incomplete response, partially right response, or while prompting or while seeking further information and so on.
5	Increasing awareness	critical It involves putting questions such as 'how' and 'why' to increase the critical awareness of the pupils about the correct response. Thus this technique is followed when the students give correct response.

3.SKILL OF STIMULUS VARIATION:

It is very important for a teacher to ensure and sustain pupil's attention. For this purpose the teacher uses some gestures, body movements, makes certain verbal statements etc. all these behaviours are related to stimulus variation. The skill of stimulus variation can be defined as deliberate change in the attention drawing behaviours of the teacher in order to secure and sustain pupil's attention towards the lesson.

Components and Description of Skill of Stimulus Variation

S.No.	Components	Description of Behaviour
1	Teacher movement	<p>Movement of the teacher from one spot to another with a specific purpose. Eg. Moves to the blackboard to write something on the board. Moves towards the back of the classroom to check what the students are doing.</p> <p>Purposeful movement of the teacher from one spot to another</p>
2	Teacher gesture	<p>Gestures, body movements and facial expressions to direct attention, to emphasize importance, to explain emotions, to indicate size, shapes etc.</p> <p>Nonverbal cues like body movements, facial expressions etc.</p>
3	Change in sensory focus	<p>Focusing pupils attention on particular point or concept by using (1) verbal statement like 'look at the blackboard', 'see the figure in the chart' etc. (2) gestures and (3) both verbal statements and non-verbal cues.</p> <p>Making use of the different senses like hearing, seeing, touching and so on.</p>
4	Change in speech pattern	<p>Voice modulation to pay special attention to a particular point.</p> <p>Variation in time, pitch, speed of voice</p>
5	Physical pupil pattern	<p>Variation in physical involvement of the students</p> <p>Eg: student moves towards the blackboard to work out a problem. Student holds the chart.</p>
6	Verbal pupil pattern	<p>Involvement of the students through verbal communication style as: (1) teacher to group (2) teacher to student (3) student to student</p> <p>Example: asking questions, discussion etc.</p>

4.SKILL OF REINFORCEMENT

Reinforcement is strengthening the connection between a stimulus and a response. There are two types of reinforcement's i.e. positive reinforcement and negative reinforcement. Positive reinforcement provides pleasant experience or a feeling of satisfaction which contributes towards strengthening of desirable responses or behaviours. The negative reinforcement results in unpleasant experiences, which help in weakening the occurrence of undesirable responses or behaviours.

The skill of reinforcement can increase the students' involvement in learning in a number of ways. The skill is used when the teacher reinforces correct responses with a smile, when the teacher praises a good response or encourages a slow learner. Such positive reinforces strengthen desirable responses whereas negative reinforces such as scolding, punishing the students, sarcastic remarks etc. weaken the undesirable response. However, the use of more and more positive reinforcers maximizes pupils' involvement of learning rather than the use of negative reinforcers. Therefore, the skills of reinforcement involve the teacher to use more and more positive reinforcers and to decrease the use of negative reinforcers so that the pupils' participation is maximized.

Components and Description of Skill of Reinforcement

S.No.	Components	Description of Behaviour
1	Positive verbal reinforcement	Comments like 'good', 'very good', 'excellent' etc
2	Positive gestures	Facial expression; example; 'smile'
3	Proximity	Teacher moving towards the responding student
4	Token reinforcement	merit card
5	Activity reinforcement	Giving a task, the student likes to perform
6	Negative verbal	Comments like 'nonsense'
7	Negative gesture	Facial expression like 'frowning'

5. SKILL OF EXPLANATION

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 and Description of Skill of Explanation

S.No.	Components	Description of Behaviour
1	Beginning statement	Gaining attention / arousing interest Today we are going to derive / discuss /describe
2	Clarity	State concepts clearly Define new terms and concepts; use simple language, maintain logical sequence. Use suitable examples and illustration Voice modulation to emphasis Develop the explanation from: Known to unknown. Examples to rule.
3	Fluency	simple language / easy flow of ideas / use appropriate vocabulary
4	Use of link words	Use linking words and phrases. Example : therefore, similarly, that is, since, that is why, because, in order to, hence ... etc.
5	Planned repetition	Provide summaries to refocus attention Deliberately repeat some important concepts or points.
6	Stimulating questions	Check the understanding by questioning. Stimulate and channelise the students thinking by thought provoking questions like how, why type.
7	Concluding statement	Consolidate the ideas by summarizing. Conclude the explanation by statements like 'Thus we have proved / so far we discuss' etc.