

MICRO-TEACHING

INTRODUCTION :

Teaching is the noblest profession and TEACHER is placed nearly equivalent to the place of God. The Teacher should mould a person into an ideal personality to be a good citizen. One efficient teacher can create hundreds and thousands of good students to be good citizens.

Every teacher and students - teachers must be skillful on many practices and exercises are given to them. Micro-Teaching is one such practice and also a best technique to make class room to be active and effective. It is a teacher technique of recent origin by which the complexities of teaching process are simplified.

MICRO TEACHING

Micro-Teaching was first introduced at Stanford University, USA in 1963. The Stanford Teacher Education program staff members sought to identify, isolate and build training programmes for critical teaching skills. There are general teaching skills that can be applied at many levels, for teaching many different subjects. Micro-teaching has applied not only in teacher training but also in business, nursing and army. This method helps to improve teaching competencies.

Micro-teaching is a teacher training technique involving a specific teaching behavior of short duration - 5 to 6 minutes for small classes comprising 5 or 6 fellow teacher trainees / peer group on a single concept of subject matter.

DEFINITIONS:

D.W. Allen:

"Micro-Teaching is a scale-down teaching encounter in class size and class time".

M.F. Buch:

"Micro-Teaching as a teacher education technique which allows teachers to apply clearly defined teaching skills to be able to carefully prepare lessons in planned series of 5 - 10 minutes with a small group of real students often with an opportunity to observe the result in a 'video-tape'."

B.K. Passi

"Micro-teaching is a teaching technique which requires that student-teacher to teach a single concept using a specified teaching skill to a small number of pupils in a short duration of time".

Characteristics of Micro-teaching:

1. In a micro-teaching the trainee can concentrate on practising a specific, well-defined skill.
2. It provides for class room interaction and pin pointed immediate feed back.
3. It provides steps of teaching specific lessons and concentrates on one skill at a time.
4. It provides techniques employed in class room learning.
5. It provides immediate feed back.

Steps of Micro-Teaching:

Micro-Teaching involves various steps. use of these steps is very essential in order to apply the technique.

1. Defining Specific skill:

Some specific skill is defined in the form of teaching behaviour and knowledge of this defined skill is provided to pupil-teachers. It includes fixing up of the objective along with the skill which are to be achieved through that skill.

2. Demonstration of the skill:

The skill is demonstrated through micro-teaching lessons. This demonstration is done either by the teacher (or) video of that skill is screened.

3. Micro-lesson plans:

The pupil teacher prepare micro-lesson plans concerning some specific skill or by using that skill. Those lesson plans are for the duration of 5 to 10 minutes.

4. Teaching a small group:

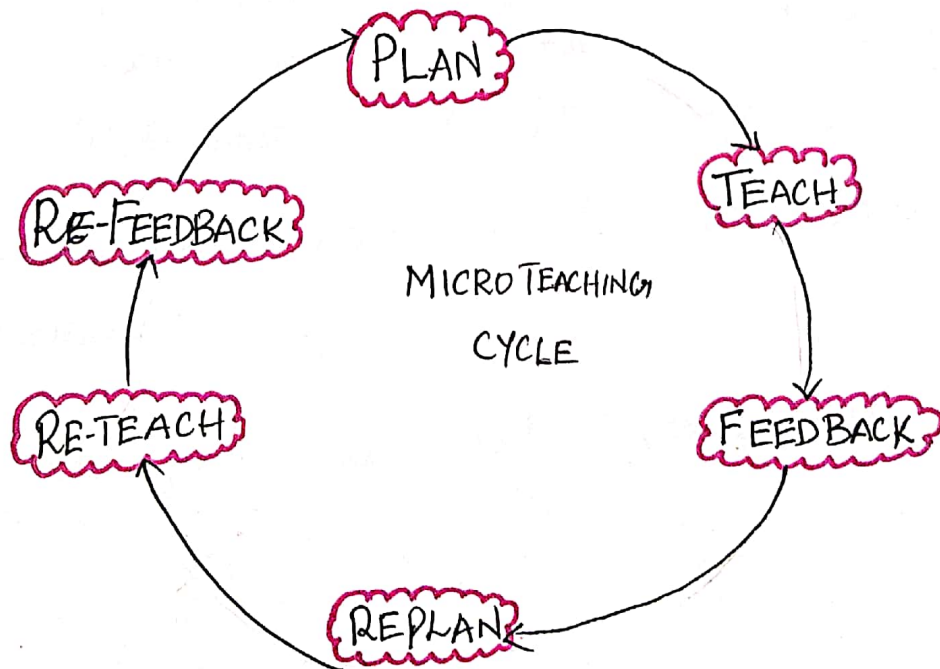
The pupil - teacher teaches to small group of students. It consists of 5-7 pupils and the teaching task of pupil-teacher is video taped.

5. Feedback

The information and suggestion provided to the pupil - teachers are known as feedback. It is an essential part of micro-teaching. In its absence the evaluation has no meaning at all it help the pupil teacher to correct.

6. Replan, Reteach and Re-feedback:

On the basis of feedback, the pupil teacher replans the lessons and re-teaches the replanned lesson and is re-evaluated, so that the pupil-teacher may get another opportunity of removing his / her errors.



Advantages of Micro-Teaching:

- * It can be used in the college. The pupil - teacher need not go to school for training.
- * The number of students as well as duration of the class size should be reduced.
- * Only one teaching skill is considered at a time.
- * The problem of misbehaving can also be controlled.
- * The context is divided into smaller units which makes teaching easily and effectively.

Limitations of the Micro-Teaching:

- * The arrangement of micro-teaching laboratory is very expensive in small training colleges. It needs sufficient time for training.
- * The teacher also needs the training of this method.
- * This technique is not completed by itself

Some of the micro-teaching skills:

- * The skill of Set Induction.
- * The skill of Probing Question.
- * The skill of Explanation.
- * The skill of Stimulus Variation.
- * The skill of Reinforcement.
- * The skill of using Blackboard.

SKILL OF SET INDUCTION.

This is a pre-instructional technique. Training in set helps the teacher to prepare students for the lesson in order to induce the maximum pay-off in learning set which is more than a brief introduction. Its purpose is to clarify the goals of instruction. The major components of this skill are gaining attention, arousing motivation, structuring and making links.

Components of the skill:

- * Making links (use of previous knowledge)
- * Appropriateness
- * Arouse interest
- * Effectiveness
- * Gaining Attention.

Making links (Use of previous knowledge).

The teacher here compares and contrasts with the familiar topics with previous knowledge. It rises pupils' current interest.

Appropriateness:

The teacher clearly indicates the limits of the task to be undertaken. A series of questions are used by the teacher to make links and suggests the ways to proceed with the task.

Effectiveness:

The teacher introduces an element or task so that the interest is stimulated among the students.

Arousing Interest:

The teacher arouses curiosity by introducing an element of surprise. In short the teacher introduces an activity that creates enthusiasm among the students. It may be a story, riddle, game or any activity.

Gaining Interest:

The teacher's eye contact and voice gestures gains interest among the students. Here the teacher uses audio-visual aids, models, that makes the students get interest in listening the lesson.

SKILL OF STIMULUS VARIATION

Definition:

A set of related teaching acts or behaviors that help the teacher to draw and maintain the attention of the students throughout the class is called skill of stimulus variation.

COMPONENTS

Teacher movement:

Teacher's movement in the classroom facilitates useful shifts for attention seeking skill at one place without moving tends to create boredom, as we know that movement attracts attention, the teacher makes purposeful movements.

Gestures:

By the use of appropriate gestures he can be more experience and dynamic in his presentation in class. Certain hand movement to describe shape, size or certain body movements can be used for emphasis.

Change in speech pattern:

By introducing changes in tone, volume and pause in his speech, he can hold the attention of his pupil.

change in sensory focus:

Focusing pupils attention to particular point, can include verbal statements or gestures or movement or both verbal statements and gestures.

Pupil movement:

The teacher may ask them to make notes drawings or diagrams in their note books or sometimes they are asked to use blackboard and make them involve in the lesson.

SKILL OF PROBING QUESTIONS.

Definition:

A set of related teaching aids that tend to help the teacher to go to deep into pupils' response by asking a series of subsequent questions is called "Skill of probing question".

Components:

- * Prompting Technique.
- * Seeking Further information
- * Re focusing.
- * Re directing
- * Increasing critical awareness.

Prompting Technique:

Here the teacher neither supplies the answer nor does he redirects the question himself. This technique allows the teacher to probe by prompting the pupil even though at first instance it appears that the pupil cannot answer the question.

Seeking further information:

It consists of asking the pupil to supply the additional information to bring initial response to the criterion level and expected level.

Refocusing

The teacher relates the present answer with the topic already covered. This technique consist of enabling the pupil to view his response in relation to other similar situation.

Re-direction

It involves directing the same question to many pupils for responses. The purpose is to increase pupils' participation.

Increasing critical awareness:

This involves asking 'how' and 'why' of completely correct response. The teacher asks the pupil to justify his response rationally.

Skill of Stimulus Variation

TEACHER : Good morning students!

STUDENTS : Good morning Teacher.

TEACHER : Have you all take your breakfast?

STUDENTS : yes teacher.

TEACHER : what are the ~~things~~ you have in your breakfast?

STUDENTS : Idly, dosa, Sambar etc.. teacher.

TEACHER : OK! students do you know what are the states of matter?

STUDENTS : Solid, liquid, gas.

TEACHER : very good, Matter is nothing but it is one thing. anyone can write an example of matter in the blackboard?

STUDENTS : Blackboard, chair, table.

TEACHER : Good; give claps to the students.

STUDENTS : student claps.

TEACHER : Ramu can you see what happen when ice melt?

STUDENT : Ice change into liquid teacher

TEACHER : very good ! please sit down , Sharmi can you tell what will happen when we heat the liquid ?

STUDENT : The liquid can change into vapour

TEACHER : Do you know kavitha what the process is called ?

STUDENT : The process is called vapourisation teacher

TEACHER : very good give claps to both the students.
Arjun can you tell what ? is the state of ice ?

STUDENT : it is present ice teacher .

TEACHER : OK students we discuss some examples in this section now what we conclude any one can stand and tell me ?

STUDENT : Some changes will takes in every example

TEACHER : yes correct in each step there are some changes and some reaction will occur do you agree students .

- STUDENTS : yes teacher we agree.
- TEACHER : OK! now tell how? the changes will happen?
- STUDENTS : it changes in shape, size and temperature
- TEACHER : very good students! what we say the changes we can use a particular name which is called as physical change.
- Now we discuss the topic physical change in today class. what is physical change?
- STUDENTS : A change occur only in its physical properties so it is called physical change.
- TEACHER : Good you know that physical change is reversible (or) irreversible? can any one tell me?
- STUDENTS : It is reversible Teacher.
- TEACHER : why it is called reversible can you tell Rani?
- STUDENTS : Because it came back again into original position.

TEACHER : OK! Students I hope to you understand
what is physical change?

STUDENT : yes mam.

TEACHER : Any doubt about the physical change?

STUDENTS : NO teacher.

TEACHER : OK Students Remaining we see in next class

STUDENTS : OK teacher

TEACHER : Thankyou Students

STUDENTS : Thankyou teacher.

skill of stimulus variation

Interval (30 sec)

cooling form

	1	2	3	4	5	6	7	8	9	10
1. Teacher movement	✓				✓			✓		
2. Pupil movement		✓				✓			✓	
3. Change in sensory focus									✓	
Change in speech pattern	✓				✓		✓			
Teacher lecture										
Pupil talk			✓				✓			✓

Skill of Probing Questions

TEACHER : Good afternoon students.

STUDENTS : Good afternoon Teacher.

TEACHER : Have you all take your lunch?

STUDENTS : yes mam.

TEACHER : what are the things you have in lunch?

STUDENTS : curd rice, lemon rice, tomato rice etc.

TEACHER : OK; now you tell can you taste lemon juice, Orange juice and vinegar?

STUDENTS : yes mam.

TEACHER : students what is the taste of the substance?

STUDENTS : These substance are sour in taste teacher.

TEACHER : Good students! you know why the substance get that sour taste?

22

STUDENTS : yes mam ; because they are acidic in nature madam .

TEACHER : Good now we see the topic **acid** do you know where did the word comes from **acid** ? can any one tell me ?

STUDENTS : NO Madam .

TEACHER : OK, I answer the Question the word acid is comes from **acidous** in Latin word which means **sour**.

So only the acids get sour in taste but are clear students .

STUDENTS : yes madam .

TEACHER : Rami can you see the acids ?

STUDENTS : yes mam I saw acids .

TEACHER : where are you see ?

STUDENTS : In our practical lab mam .

TEACHER : Arun please stand and tell in what places you see acids ?

STUDENTS : In our school chemistry lab mam.

TEACHER : very good ; ok now tell students what are the acids are present in the fruits.

STUDENTS : Malic acid present in apple fruit, and citric acid present in lemon tartaric acid is present in grapes mam.

TEACHER : very good students, lets do one experiment in our classroom students

STUDENTS : yes mam.

TEACHER : what is this students?

STUDENTS : litmus paper teacher

TEACHER : what is the need of litmus paper? do you know.

STUDENTS : To check the solution acid (or) base

TEACHER : Exactly! now we check the solution is acid (or) base? are you ready?

STUDENTS : yes mam.

TEACHER : now we take a blue litmus paper and dip the paper into the solution now what happen?

STUDENTS : Blue litmus change into red colour mam.

TEACHER : very good students! now what we observe in the experiment?

STUDENTS : Acid change the colour teacher

TEACHER : very good all are clear the concept of acids students.

STUDENTS : yes mam.

TEACHER : Any doubt about the acids?

STUDENTS : no mam.

TEACHER : OK, we see the properties of acids in next class.

STUDENTS : ~~yes mam.~~

TEACHER : Thankyou Students

STUDENTS : Thankyou Madam.

Skill of Probing questions.

Coding Form

Interval (30 sec)

1 2 3 4 5 6 7 8 9 10

Prompting technique

✓

Seeking further information

✓

Refocusing

Redirection

✓

✓

Increasing critical awareness.

✓

✓

Skill of Set induction

TEACHER : Good morning students.

Students : Good morning teacher.

TEACHER : Have you all finish your breakfast?

Students : yes teacher.

TEACHER : Good, Have a nice day.

Students : Amm...

TEACHER : Kaviya come and switch on the light and fan carefully.

Students : Oo and switch on the fan and light (was)

TEACHER : Can you able to see what happen in the fan and light?

Students : Light is glowing and fan is rotating.

TEACHER : Good.... (use of voice change)

Raju come and switch off the fan?

Students : Switch off the fan.

TEACHER : How what will happen.

STUDENTS : Light and fan in on to off Mam.

TEACHER : why this incident will happen? (any one give brief explain)

Students : Because the current will not passing through the bulb so the bulb is going to be off (SM)

TEACHER : yes, your Right

Do you know students which topic we will going to discuss?

Student : current, electricity

TEACHER : very good we are going to see about the topic electricity today.

STUDENT : we get electricity from sun.

TEACHER : It is near to the answer electricity, can any one say what is the exact answer.

Students : we get electricity from the electrical plants, from the power station.

TEACHER : Good! this is the model of the electrical plant. (Showing the chart)

Students : Student see the model.

TEACHER : Shalu, can you tell how the electricity flow to the long distance travel?

Students : Through the cables, and wires to set up transformers.

TEACHER : can you list the things you see which is need electricity.

Students : electricity light up bulbs, heat up oven to cook food.

TEACHER : Electricity can has our task easier and our lives more comfortable can you agree?

Students : yes mam.

TEACHER : Electricity can play an important role in all our daily life.

Students : yes mam

TEACHER : all are clear what is mean by electricity you have any doubt ask me?

Students : No. teacher.

TEACHER : OK we will continue next class.
Thankyou Students.

Students : Thank you Mam.



Skill of explaining

Coating form

Interval (30 sec)

Explaining links

using Beginning statements

Testing pupils understanding

concluding

1

2

3

4

5

6

7

8

9

10

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

Skill of Reinforcement.

TEACHER : Good morning students !

STUDENTS : Good morning Madam.

TEACHER : Have you all finish your breakfast?

STUDENTS : yes teacher.

TEACHER : Good, Have you finish your yesterday homework

Students : yes Mam.

TEACHER : well done, what is this? Students? can you any one tell me (show the object 'Scale')

Students : Scale teacher

TEACHER : Hmm.. 'yes' your correct.

what is this? Student (showing measure cylinder)

Students : measure cylinder

TEACHER : can any one tell me what is the relation between these things?

Students : It is made up of glass.

TEACHER : Okay than next can any one tell?

Students : it is used to measure all the things.

TEACHER : Excellent! Give claps to that girl. (PVP)

27
Students : Student clapping

TEACHER : yes! now we discuss about the topic
Measurement 'Now we discuss first how
measure the time.

why do we need to measure time?

Students : we need to measure time for many reason
to know when to go to School, when to
take food, and when to sleep.

TEACHER : write the students response on the blackboard.

Students : Students copy the response in our note.

TEACHER : now am telling one story about the Great
Galileo!

who is he? can any one known about him?

Students : He is Scientist teacher

He invented a pendulum clock.

TEACHER : very good give claps to both students .

OK! now am telling a story "one day
galileo went to church in Italy, he noticed
that lamp suspended from the roof
by a long chain was swinging periodically

30
using his pulse beats he found that the time of swing of the lamp remained constant even as the swinging decreased his keen observation made him understand the importance of the constant time of the swing"

Understand the story students.

Students : yes teacher

TEACHER : can you see any where an example in real life based on the pendulum clock?

Students : Swing

TEACHER : excellent it is also based on the principle
~~OK Remaining we see in next class~~

TEACHER : Thankyou students!

Students Thank you Ham.

~~11/10~~

Evaluated
M.D. Namb

Skill of Reinforcement

Coding form

Interval (30 sec)

1

2

3

4

5

6

7

8

9

10

positive verbal
Reinforcement

Repeating and
Rephrasing

extra verbal
cues

positive non-verbal
cues

Negative verbal
Reinforcement

Negative non
verbal Reinforcement

✓

✓

✓

✓

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✓

✓

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