

## MICROTEACHING

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## TEACHING SKILLS

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- The teaching skill is a set of strictly overt behaviors of the teacher (verbal and nonverbal) that can be observed, measured and modified.

## CLASSIFICATION OF SKILLS

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- Pre Instructional Skills
- Instructional Skills
- Post Instructional Skills
- Core Teaching Skills
- Specific Teaching Skills
- Target Group skills

## Brief History Of Microteaching

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- Microteaching was developed in the Centre for Research and development at Stanford university in 1960's by research scholar Acheson Keith. Later on his supervisor Dwight Allen and Robert N. Bush gave elaborate definition of this technique and coin the term MICROTEACHING in 1963.
- For its history abroad the names of Rayon(1969), Turney(1973) and Brown (1975) may be referred.

## Weaknesses of Existing Practice-teaching Programme

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- Inadequate preparation
- Sudden exposure to a big class
- Long duration of the class
- Use of several teaching skills in the lesson
- Several concepts can not be presented by the beginner
- Global supervisory comments fail to provide systematic and specific feedback
- Pupil teachers are not ready to accept the comments

## Definition of Microteaching

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- It is a scaled down teaching encounter in class size and time. ( Allen 1966 )
- It is a technique related with teacher training through which teacher behavior is shaped in desirable direction. It is an attempt to reduce the complexities of classroom teaching
- Microteaching is a miniaturized teaching where the complexities of teaching is reduced to the minimum (K.P.Pandey)

### Complexities are reduced by the following four operations-

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- Practicing single component skill at a time
- Limiting the content to a single concept
- Reducing the class size to 5-10 pupils
- Reducing the duration of the lesson to 5-10 minutes

### Phases of Microteaching phase-1 knowledge acquisition phase

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- Develop an awareness about the skills to be acquired
- Acquaint with the meaning of the skill
- Relevance and importance of the skill in the context of teaching
- Illustration of the skill performance

### COMPONENTS OF PHASE-1 MODELING

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- Symbolic- such as modules, guide books, texts, and any written form
- Perceptual- live demonstration by teacher who is real good at the skill, showing film or videotape, filmed model and closed circuit model
- Verbal-audio taped lesson

### ACTIVITIES OF PHASE-1

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- Reading
- Listening
- Observing
- Mental analysis

### TEACHING SKILLS (for B.Ed.)

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- Writing Instructional Objectives
- Stimulus Variation
- Probing Question
- Reinforcement
- Set Induction( Introduction)
- Explanation
- Illustration
- Black Board Writing
- Questioning
- Response Management

### PHASE-2 Skill acquisition phase Component of setting

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- Manipulation of physical infrastructure
- Selection of students
- Decision of class size
- Duration

## ACTIVITIES OF PHASE-2

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- PLANNING-Formulation of instructional goals, layout of the content and outline of the lesson plan
- TEACHING-Face to face encounter of the teacher with a microclass. Teaching is either taped or videotaped or recorded by observer for the purpose of analysis and feedback
- FEEDBACK-Information provided to the practicing teacher on his performance in respect of the use of the skill during the teaching phase.

- REPLAN-Modifications, amendments, redesigning the structure of the plan. Change the strategy or tactics. Change the content
- RETEACHING- Re-teaching with a different group of students
- FEEDBACK

## PHASE-2 Component of Feedback

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Supervisor gets an information either by feeling, or viewing, or listening, or analysing or combination of all these and compare the performance in terms of the model

Peer feedback  
Auto feedback

## PHASE-3 Skill Transfer phase

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The pupil teacher undergoes exercises for smooth transition from microteaching situation to the wider context of the classroom ie. real teaching situation.

## COMPONENT OF PHASE-3 INTEGRATION

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- Additive model-one skill is learned and added to another skill
- Summative model-more than two skill combinations are cumulatively summated
- Eclectic-skills are chosen with reference to their potential for realizing an objective

## Assumptions of Microteaching

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- Teaching is a complex skill that can be analysed into simpler skills.
- Component teaching skills can be practiced for mastery under simplified teaching situation one by one.
- Training with systematic feedback is helpful in skill mastery.
- Once component skills are mastered one by one, they can be integrated for real teaching.
- The skill training can be transferred to actual teaching.

- It aims at developing teaching skills in teachers and not developing students' ability.
- It is carried out under a non complex environment. ( In contrast with complex classroom environment)
- It brings high degree of control in practicing teachers.
- It is highly individualized approach to training.

### Duration of Microteaching Cycle

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|-----------------|------------|
| ○ Planning..... | 12minutes  |
| ○ Teaching..... | 6 minutes  |
| ○ Feedback..... | 6 minutes  |
| ○ Replan.....   | 12 minutes |
| ○ Reteach.....  | 6 minutes  |
| ○ Feedback..... | 6 minutes  |

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Total 48 minutes

### Components Of Microteaching

- Modelling--mode of presenting desired behaviour
- Feedback--providing information to an individual relating to his/her behaviour/ performance with a view to modifying it in the desired direction
- Microteaching setting—Size of the class, Duration of the micro lessons,duration of different steps in microteaching cycle
- Integration of teaching skills

### Teaching Skills

- Writing instructional objectives
- Organizing the content
- Creating set for introducing the lesson
- Introduction
- Structuring classroom questions
- Questions- delivery and distribution
- Response management

#### Explaining

Illustrating with examples

- Using teaching aids
- Stimulus variation
- Reinforcement
- Pacing of the lesson
- Prompting pupil participation

#### Use of Chalk board

Achieving closure of the lesson

- Giving assignments
- Evaluating pupils' progress
- Diagnosis of weaknesses
- Class management

## CORE TEACHING SKILLS

- STIMULUS VARIATION
- QUESTIONING
- ILLUSTRATION
- EXPLAINING
- RESPONSE MANAGEMENT (PROBING QUESTION)
- REINFORCEMENT

## Stimulus variation

- Movement
- Gestures-Non verbal cues
- Change in voice-pitch, tone and speed
- Focusing- verbal( look here) and gestural
- Change in interaction pattern
- Pausing
- Pupils' physical participation- handling apparatuses, dramatization, writing on the BB
- Aural- Visual switching

## Question-structuring

- Relevance—suitability of the questions to the specific instructional objectives
- Precised and specific-no ambiguity
- Clarity--understandability of the language of the question
- Grammatical Correctness
- Purposeful

## Level of Questions

- Lower order—Recall, Recognition
- Middle order—Translation, Interpretation,
  - Explaining      Comparison, Relationship
- Higher order—
  - Analysis, synthesis, Evaluation

## Delivery and Distribution of Questions

- Speed—Time taken in speaking
- Voice- audibility and modulation
- Pause—small periods of silence observed by the teacher
- Distribution among:
  - Volunteers and non volunteers (Direct)
  - Volunteers and non volunteers (Redirection)

## SKILL OF ILLUSTRATING

- Formulating simple examples (within the student's level of understanding)
- Formulating interesting examples
- Formulating relevant examples
- Use of appropriate approach-telling stories, describing events etc.)
- Medium( Verbal, Visual)
- Pupil participation

### SKILL OF EXPLAINING

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- Use of simple and relevant example
- Use of appropriate media
- Use of introductory statement
- Use of concluding statement
- Use of explaining links
- Use of audio-visual aids
- Glossary of the key terms

### Reinforcement

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- Positive Verbal—good, yes, Excellent etc.
- Positive Non Verbal- smile, nod
- Negative Verbal—no, wrong, incorrect
- Negative Non Verbal—frowning
- Extra Verbal— hm-hm, uh, aaah etc

### PROBING QUESTIONS Required in-

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- No response situation
- Wrong response situation
- Partially correct response situation
- Incomplete response situation
- Correct response situation

### COMPONENTS

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- Prompting—In no answer situation- Hint or a cue
- Seeking further information-when the answer is incomplete or partially correct
- Refocusing-to deal with correct response situation
- Increase critical awareness-also in correct response situation- involves why and how

### Chalk Board writing

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- Clarity in writing
- Appropriateness of chalk board work
- Simple and short
- Neatness
- Space Management
- Grammatically Correct

### Lecturing

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- Language
- Voice
- Ease/spontaneity
- Speed
- Use of AV aids
- Logical continuity
- Repetition of main points
- Proper conclusion

### Introduction

- Linking with past experience
- Proper Sequence or continuity
- Duration
- Use of relevant techniques
- Relationship between questions and new content

### Writing instructional objectives

- Should be in behavioral terms
- Follow bloom's taxonomy
- Real and achievable in the same day

### PLANNING A MICRO-LESSON

- Name of the pupil teacher.....
- Name of the skill....
- Components of the skill  
.....  
.....  
.....
- Class.....
- Subject.....
- Topic.....
- Duration of the lesson.....

### VERTICAL LESSON PLAN

- Content- formation of rainbow
- Teacher's activity- Rainbow is like a bow (expresses the shape of the bow with the help of his/her hands)
- Skill components- Gesture
- Teacher's activity-When a ray of light passes through a prism it gets dispersed into.....seven colours
- SKILL COMPONENTS- Pausing

### VERTICAL PLAN

CONTENT	TEACHER'S ACTIVITY	PUPIL ACTIVITY	SKILL COMPONENTS
Formation of rainbow	Rainbow is like a bow(teacher expresses the shape of the bow with the help of her hands)		Gesture

### SKILL.....

### CLASS....

COMPONENTS	Min. 1	Min. 2	Min. 3	Min. 4	Min. 5	Min. 6