



Micro-Teaching in Teacher Education

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Introduction:

One of the objectives of teacher education programme is to prepare good and effective class room teachers. But there has been a general complaint from a long time that the training given, during pre-service to pupil-teachers in the colleges of education is not helping them to become effective classroom teacher. To some extent, this concession is appearing to be true. Another important objective is to develop psychomotor abilities (Instructional Skills) among teachers for effective class room transactions. That is effective teaching.

Key words: Micro-Teaching, Teaching, Skill.

What is Teaching?

Teaching, as you know, is a very complex process which requires the teacher to exhibit good number of skills (behaviours) to promote learning among students. In other words, teaching can be defined as “a process where the teacher utilizes a set of instructional skills that are required for him to teach content in order to achieve a set goal within the prescribed period of time”.

The definition reveals the fact that the teacher should keep an eye upon four import factors while teaching:

1. Goal / objectives
2. Content
3. Instructional skill
4. The time required to achieve the set goal.

Areas / Aspects of Teaching:

Teaching has three specific areas namely:

- 1) Content (Cognitive-Knowing –Head)
- 2) Personality of the teacher (Affective-feeling –Heart), and
- 3) The skill (Psychomotor – Hand and mind co-ordination)

1) **Content:** Teacher should have a complete mastery in the subject which he wants to teach. That is, he/she should have the mastery in the cognitive aspect to content what he wants to teach,

(Knowledge, Understanding, Application, Analysis, Synthesis and Evaluation)

This refers to the Head of the teacher.

2) **Personality of the teacher:** This refers to affective or feeling aspect of the teacher. Teacher must have a pleasing personality. The very presence of the teacher should create a stimulating atmosphere. He must have permanent seat in the heart of the learners. Students should feel that they lose something if they do not attend his class. Here the attitudes, interest, and emotions of the teacher play a very important role. This refers to the Heart.

3) **The skill** (Psychomotor aspect of teaching): This is also a very important aspect of teaching where in the teachers utilizes a set of instructional skills, methods, and procedures to teach content. This refers to Hand.

The training programme as for as student's teaching aspect is concerned confines mainly to the last aspect namely psychomotor. Psychomotor aspects deal with the development of Instructional skills in helping a student teacher to become effective classroom teacher.

The Teacher training programme should be so designed to maximize the attainment of these instructional skills to help those becoming effective teachers within a given time. It is in this context, the micro-teaching as a training technique came into existence in the field of teacher education.

What is "Micro-Teaching (B.K.Passi, 1976)"?

"Micro-teaching has been described as "a system of controlled practice that makes it possible to concentrate on a specific teaching behaviour (skill) and to practice teaching (the skills) under controlled conditions." (Allen & Eve 1968)."

"It is a teacher training technique in which complexities of normal classroom teaching are simplified. It is considered as a miniature classroom teaching (B.K.Passi, 1976)."

Further, Micro-teaching is also described as a scaled-down process in terms of

- i. Size of the class
- ii. Length of the lesson (content)
- iii. Duration of Teaching
- iv. Complexity of the content
- v. Teaching behavior (skill).

Characteristics of Micro-Teaching:

Few characteristics of micro-teaching are as under

1. It is not a method but a technique for classroom instruction in teacher training.
2. It is a scaled down approach as it reduces the complexities of real classroom teaching it is a micro in nature.
3. One concept or teaching point is selected to practice the skill in micro teaching.
4. Among many, only one skill of micro teaching will be practiced during the practice session.
5. Number of students during the practice will be reduced to 5 – 7.
6. Time of period for all the micro teaching lesson will be scaled down to 5 - 7 minutes.
7. Micro teaching session is followed by feedback instantly /immediately.
8. To make the observation effective and authentic video and audio recording will be employed.
9. The device is highly individualized.
10. While practicing the skill the condition will be controlled to the maximum.
11. Since the learning is incidental, this technique is designed for the benefit of student- teachers.

Comparison of Macro-teaching and Micro-teaching situation:

	Macro-teaching	Micro-teaching
1. Class size	40-50 students	5-10 students
2. Length of the lesson	Includes no. of concepts	A single concept
3. Nature of content	Complex	Simple
4. Teaching Behaviour (Skill)	A set of behaviours (skills)	A single behaviour (skill)
5. Duration of teaching time	40-45 minutes	5 – 6 minutes

Teaching skills:

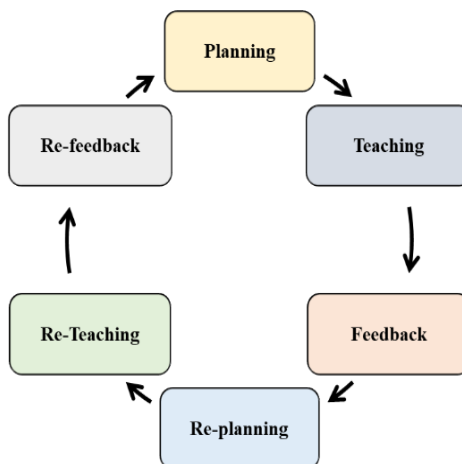
The following are some of the teaching skills to be mastered by student-teachers. These skills are developed by Stanford University during the year 1967-69.

1. Skill of writing Instructional Objectives
2. Skill of introducing a lesson.
3. Skill of fluency in questioning
4. Skill of probing questioning.
5. Skill of Illustrating with examples.
6. Skill of stimulus variation
7. Skill of explaining
8. Skill of Reinforcement
9. Skill of silence and non-verbal clues.
10. Skill of increasing pupil participation.

11. Skill of using Black Board.
12. Skill of achieving closure.
13. Skill of Recognizing Attending behaviour.

Micro-Teaching Cycle:

- 1) Planning
- 2) Teaching
- 3) Feedback
- 4) Re planning
- 5) Re-Teaching
- 6) Re-Feedback



Evaluation of Teaching

Observation schedule (Standard format prescribed - Passi, B.K., 1976)

SKILL OF PROBING QUESTIONING

Teach session

Sl. No.	Components	Quantitative Assessment (Tallies)	Qualitative Assessment						
			Not at all					Very much	
1	Prompting	1	0	1	2	3	4	5	6
2	Seeking Further Information	+++ 7	0	1	2	3	4	5	6
3	Re-focusing	1	0	1	2	3	4	5	6
4	Re-direction	+++ 5	0	1	2	3	4	5	6
5	Increasing Critical awareness	0	0	1	2	3	4	5	6

Re-Teach session

Sl. No.	Components	Quantitative Assessment (Tallies)	Qualitative Assessment						
			Not at all	1	2	3	4	5	6
1	Prompting	HHH 7	0	1	2	3	4	5	6
2	Seeking Further Information	HHH HHH 10	0	1	2	3	4	5	6
3	Re-focusing	3	0	1	2	3	4	5	6
4	Re-direction	HHH 8	0	1	2	3	4	5	6
5	Increasing Critical awareness	1	0	1	2	3	4	5	6

This proforma is meant to ascertain the extent to which the student-teacher exhibits or uses the skill of probing questioning. Judgements have to be given on a seven-point scale for various aspects of the skill. Indicate the extent of acquisition of the various aspects of the skill by crossing (X-mark) the appropriate number you deem fit. The scale value '0' indicates that student-teacher did not use the concerned aspect(s) of the skill at all, whereas the scale value '6' means that the student-teacher used/practiced the skill aspect(s) very much. Keeping these two extremes in view, examine carefully the teacher (student-teacher) behaviour related to the various given aspects of the skill and cross (X-mark) the appropriate scale value ranging from zero to six.

Conclusion:

As it is evident that in the field of teacher education, the teaching training in pre-service education begins with micro-teaching. This is like a steppingstone in B.Ed. education. Hence, every teacher educator needs to possess a clear picture of the conduct of micro-teaching. This will help them to guide their student-teachers in the right path, resulting in adopting necessary skills in the teaching learning process accordingly. As a result, effective teaching can have its initiation from micro-teaching.

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