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Micro teaching

- ❑ Micro teaching is one of the innovations in the field of technology of teaching
- ❑ It is one of the teacher training techniques and it is not one of the method

objectives

- The main objectives of micro teaching is modify teachers behavior according to the specified objectives.

Definition

ALLEN(1966)

Defined micro teaching as “ A scaled down teaching encounter in class size and class time”.

According to my definition of micro teaching

“ Micro teaching is a teacher training programme, which student teachers enrich their teaching skills through practice teaching and scaling down the class size, duration of period, teaching skill, size of the topic and under controlled conditions”.

Origin of micro teaching

- ❑ Micro teaching originated in **1961** at **Stanford University**(USA)
- ❑ Micro teaching was the demonstration lesson used at Stanford University until 1961
- ❑ The demonstration lesson involves a student presenting a lesson to a small group of fellow students while the rest of the class looks on.
- ❑ Micro teaching as it was called for the first time in **1963** (**Allen and Ryan**).

Micro teaching in India

- **D.D.Tiwari** was the first to take up this work in 1967 at the Government Central Pedagogical Institute at Allahabad.
- The micro teaching, research was conducted different parts of the nation, most of the researcher suggested that it is good practicing technique for student teachers and reduce the complexity of the teaching.
- The first book on micro-teaching in India was written by **N.L.Dosajh** under the caption '**Modification of Teacher Behaviour through Micro-Teaching** (1977).

Characteristics of Micro-teaching

- ❑ It is a new experience or innovation in the field of teacher education, more specifically in student-teachers.
- ❑ Only one teaching skill is considered at a time.
- ❑ Not important to subject content, they should concentrate only teaching skill.

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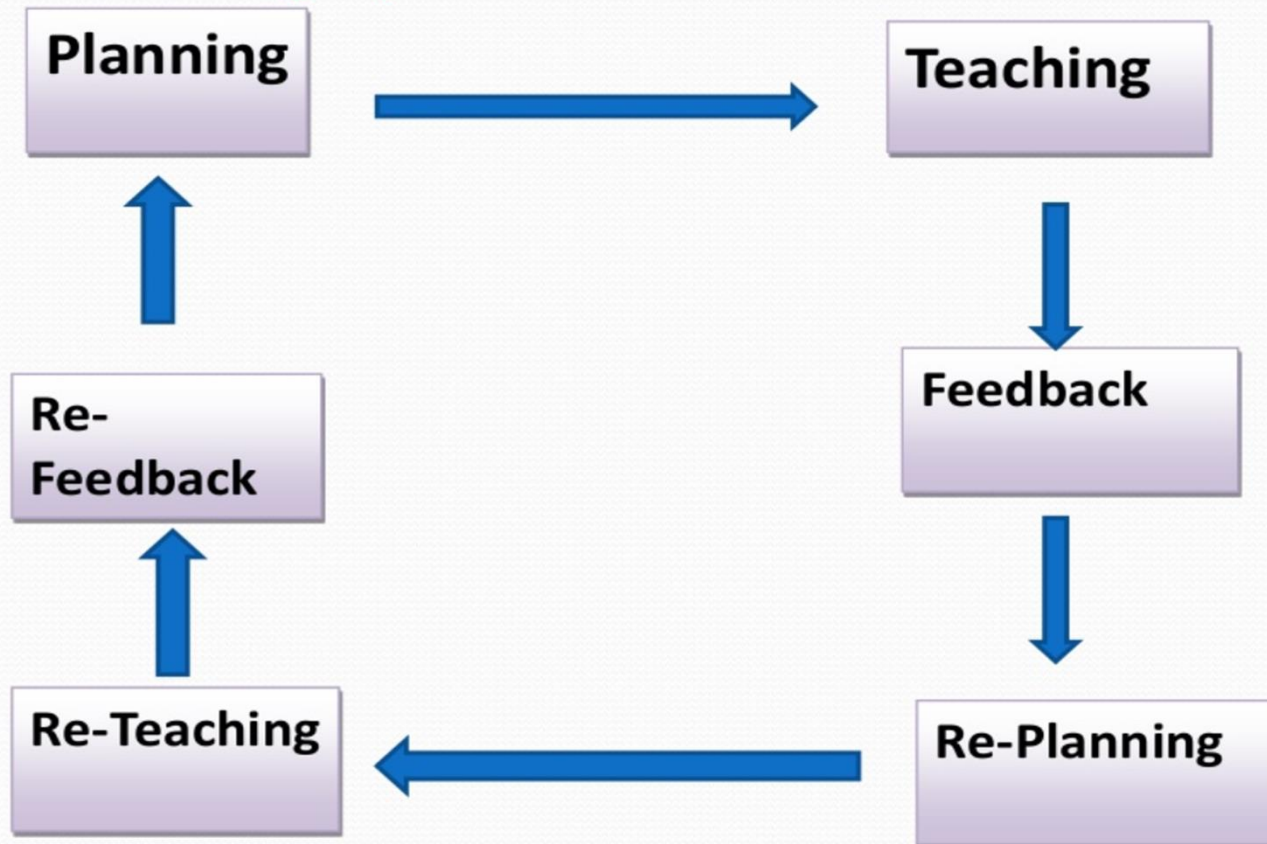
- It is scaled down teaching

Scaling down the class size to five to ten students.

Scaling down the duration of period of five to ten minutes, size of the topic, and teaching skill.

- Multiple dimension of feedback from teacher educators, student teachers and video tape.
- It is like **cyclical activities** are plan, teach, feedback and re-plan, re-reach, re-feedback until you master in particular skill.

Micro-teaching Cycle



Steps in Micro-teaching

Step 1:

To provide the knowledge and awareness of teaching a particular skill is defined to trainees in terms of teaching behavior.

Step 2:

The student teachers observe a demonstration lesson given by the teacher educator.



Cont.,

Step 3:

The student teachers prepare micro lesson plan and which he can practice a particular teaching skill with the help of his/her teacher educator.

Step 4:

The student teachers present the micro lesson to small group of pupils (5 to 7 students). This activity observed by the teacher educators, student teacher, and video tape.

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Step 5:

Discussion of the lesson base on the feedback, if student teachers commit any mistake during his/her practice of micro lesson. This session is called evaluation session.

Step 6:

The student teachers re-plan the lesson in order to practice the small skill effectively in the light of the discussion and suggestion.

Step 7:

The student teachers re-planned lesson is re-taught to another small group of students of same class for the same duration to practice the same skill.



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Step 8:

The teaching is now followed by discussion of suggestions and encouragement to the teaching performance. The feed-back is again providing to the trainee.

Step 9:

The same process repeated until master in particular skill.

Micro teaching Setting

Time:	Teach	6 minutes
	Feedback	6 minutes
	Re-plan	12minutes
	Re-teach	6minutes
	Re-feedback	6minutes

- a) Number of students 10
- b) Supervisor(s) 1 or 2
- c) Feedback by the supervisor(s)

Comparison between Micro-Teaching and Traditional Teaching

S.No	Micro-Teaching	Traditional Teaching
1	The class consists of 5 to 7 students.	The class consists of 40 to 45 students.
2	The duration is 5 to 7 minutes.	The duration is 40 to 45 minutes.
3	The student teacher practices one skill at a time.	The teacher takes up several skills at a time.

4	There is immediate feedback available.	There is immediate feedback not available.
5	Teaching is carried under controlled situation.	Teaching is no control over situation.
6	Teaching is relatively simple	Teaching becomes complex
7	It is for student teacher to improve their teaching skills.	It is common to all.

8	There is no important to subject content.	There is important to subject content.
9	It is cyclic process until master in particular skill.	There is no such activity here.
10	Patterns of class room interaction can be studied objectively.	Pattern of classroom interaction cannot be studied objectively.

Advantages of micro-teaching

- ❖ Micro teaching **reduces the complexity** of classroom teaching.
- ❖ It is **foundation of teaching**, especially student teachers.
- ❖ It is **real classroom teaching**.
- ❖ It is **best way to improve teaching skill** among student teachers.

Cont.,

- It is good practice teaching of **modification of teacher's behaviour.**
- Micro-teaching experience developing the **specific teaching skill** such as skill of using blackboard, skill of stimulus variation, etc.
- Different **dimension of immediate** feedback and self evaluation also allowed through the video tape.

Cont.,

- ❖ It is **individual training technique**, the student teacher practicing the teaching skill according to his mental ability.
- ❖ It makes better and **effective teaching** through more practice.
- ❖ It more **benefit for pre-service teacher trainer** to develop his teaching skills.
- ❖ It saves time and energy of the student teachers as well as pupils.
- ❖ It helps to get deeper knowledge regarding the **art of teaching**.

NOTE

- Micro teaching is not a type of teaching.
- It is a part of training.
- We use it to train the pupil teachers.