

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:

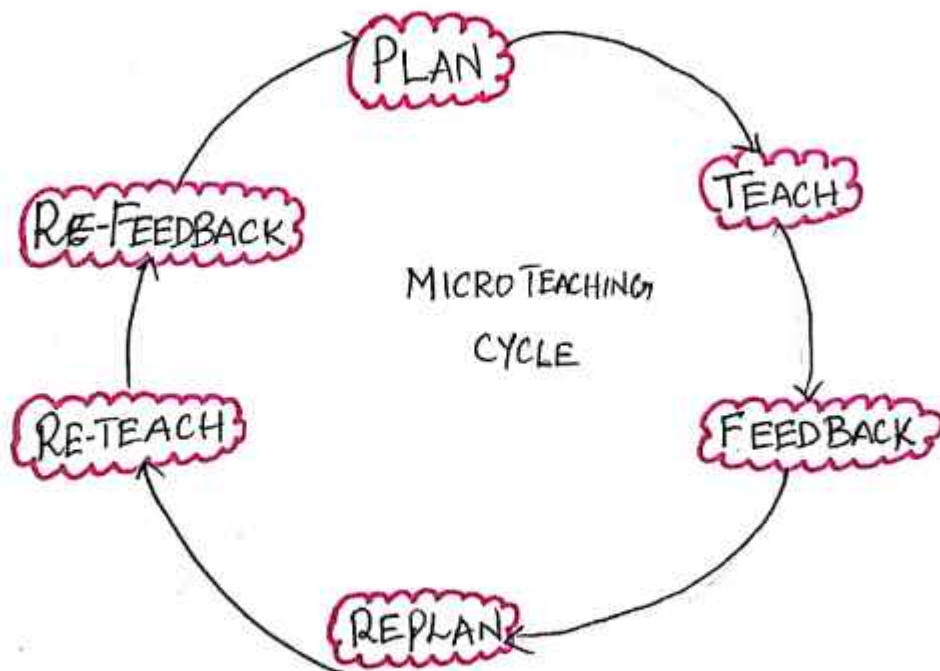
The pupil-teacher teaches to small group of students. It consists of 5-7 pupils and the teaching task of pupil-teacher is video taped.

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 attract 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 SET INDUCTION										
COMPONENTS	1	2	3	4	5	6	7	8	9	10
Gaining attention	✓		✓			✓				
Arousing Student's motivation		✓			✓			✓		
Structuring	✓					✓				
Making Links.			✓	✓	✓		✓			

Title of the unit : BAT (Poem)

Name of the skill : SET INDUCTION

Components of the skill :

- * Gaining attention
- * Arousing student's motivation
- * Structuring
- * Making links.

Aim :

To develop the students in appreciating the beauty of the poem.

Competency to be developed: Appreciation

SKILL OF SET INDUCTION

Students : Good morning Ma'am!!

Teacher : A very Good morning class!!

(The class settles down after greeting the teacher).

Teacher : Students! Here's a riddle for you.
(The teacher loudly announces or tells the riddle)

Riddle: Which three letter word is used
by a ~~cricket~~ player?

Can you ~~solve~~ it?

Students: (Enthusiastically) Its a bat!

Teacher : There's another riddle for you.
(Teacher says it).

Riddle: Its a three letter word, a
living mammal, but flies. (teacher
repeats the riddle).

Students: (Students think)

Teacher : Have you guessed?

Students : Give us a clue ma'am .

Teacher : (gives a clue) . The mammal cannot see.

Students : (discusses among themselves) . Owl (says one) but its a bird.

Student 1 : Its a bat !!! (answers)

Teacher : Yes. Its a bat . It is a flying mammal but cannot see. You would have ~~heard~~ that "RADAR communication" is as same as how a bat communicates ~~to~~ things when it flies . So today we are going to read a poem 'Bat'. (The teacher writes the topic on the black board).

SKILL OF STIMULUS VARIATION

COMPONENTS	1	2	3	4	5	6	7	8	9	10
Teacher movement		✓				✓				
Gestures				✓	✓	✓				
Change in speech pattern				✓	✓					
Change in sensory focus		✓				✓		✓		
Pupil Movement			✓				✓			
Pupil Talk										

Title of the unit : Gria tells her Tale
(PROSE)

Name of the Skill : Stimulus Variation

Components of the Skill :

- * Teacher movement
- * Gestures
- * Change in speech Patterns
- * Change in sensory focus.
- * Pupil movement
- * Pupil Talk.

Aim: To make the students understand
the content of the lesson.

Competency to be
developed : Reading.

SKILL OF STIMULUS VARIATION

Students : Good morning ma'am !!

Teacher : Good morning students. Please be seated.

Students : (Students sit)

Teacher : (Teacher moves to the smart board and switches on).

Look at the smart board.

(She points out the board).

Students : (Students watch the moving picture which runs for 4 minutes).

Teacher : What did you see?

Students : It is the formation of our earth or the evolution of our planet.

Teacher : Good. Do you like it? Do you understand now how our planet got evolved?

Students : Yes ma'am. We enjoyed the video.

Teacher : How do we call our planet? or By what names we call it?

Students : (answers one by one). We call it world.
We call it globe. We call it earth.

Teacher: (Teacher moves towards the board and writes on the board).

M - - h - r - ar - h.

Can any one fill this up? You may get an answer.

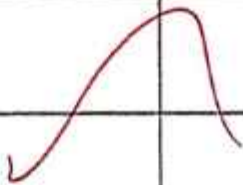
Student: (A student volunteers and writes)

Its MOTHER EARTH.

Teacher: Very Good. Now open your book to page 128 (Teacher reads) and explains the story.
(writes difficult vocabulary on the board).

Students: (read and listens to the story).

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SKILL OF PROBING QUESTIONS										
COMPONENTS	1	2	3	4	5	6	7	8	9	10
Prompting		✓		✓		✓				
Seeking Further Information		✓		✓	✓		✓	✓		
Re-focusing		✓				✓		✓		
Re-directing		✓					✓		✓	
Increasing Critical Awareness.										

Title of the unit : Sentences (Grammar)

Name of the skill : Probing Question.

Components of the skill :

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

Aim :

To make the students understand compound and complex sentences.

Competency to be developed

: Identifying and framing sentences in conditional clause.

(Understanding compound and complex sentences).

SKILL OF PROBING QUESTION

Students : Good morning Ma'am!!

Teacher : Good morning students . Sit please.

Students : (comes late)
May I come in ma'am.

Teacher : Why are you late ?

Student : I missed the bus Ma'am.

Teacher : If you had started early, you would not have missed the bus.
If you come late, you will be punished.
Get in.

Students : (Goes to her place and murmurs to her friend).

Teacher : What are you murmuring?

Student : (stands) Ma'am I said, If I were a bird I would fly.

Teacher : Now students!! what did I tell her for being late?

Students : (Answers) If you come late, you will be punished. (Teacher writes on the board)

Teacher : What did she murmur?

Student : If I were a bird, I would fly.
(Teacher writes it on the board).

Teacher : Did you find any similarities in these sentences?

Student : Yes ma'am, they begin with "If".

Teacher : Very good. What type of sentences are these?

Student : Simple sentences.

Teacher : No, is that right?

Student : No, simple sentences have only one finite verb.

Teacher : Very good. Find the verbs in the sentences.

Students : (answers) Come, will be punished, had started, would not have missed, were, would fly.

Teacher : Good. Each sentence has two sets of verbs or verb phrases. What type of sentence it is?

Students : Compound or complex sentences.

Teacher : Okay! Times up! We shall see about the sentences in next class. *completed*