

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 is 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:

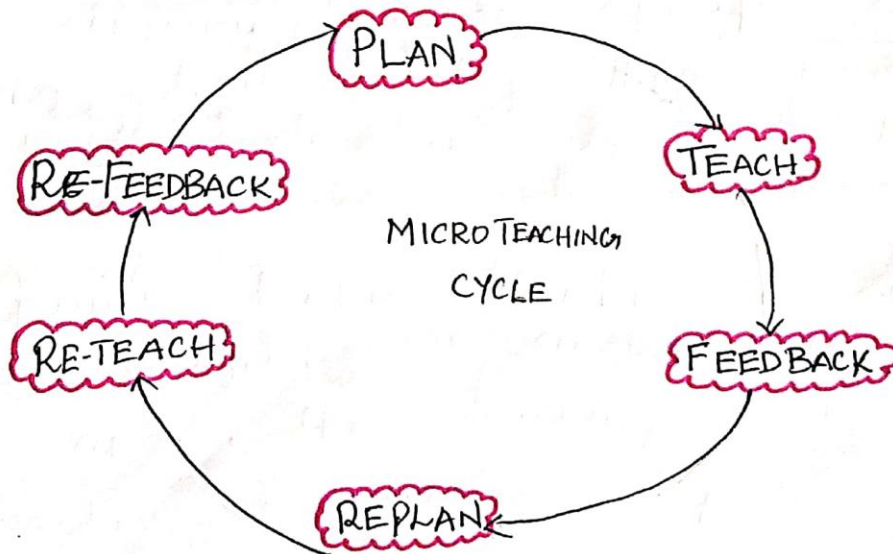
The pupil-teacher teaches to small group of students. It consists of 5-7 pupils and the teaching task of pupil-teacher is video taped.

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 make teaching easy 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 facilities 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 questions 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

ROCKS

Teacher - Good morning students.
Students - Good morning ma'am.

Teacher - Do you see the rocks?
Students - Yes ma'am.

Teacher - How many types of rocks?
Students - Three.

Teacher - From where the rocks are found?
Students - Inside our earth.

(Change in Interaction Style)

Teacher - Do you know how rocks form?

Students - Different - Different answer.
(Change in speech pattern)

Teacher - Today we are going to teach
'Rocks' (The teacher writes the title
on the board)

(Teacher movement)

Students - Students carefully seeing in the board.

Teacher - Rocks are combination of different kinds of minerals. Rocks may be hard like marble, granite, sandstone or soft like clay, sand and chalk.
(Pause)

Students - Listen carefully.

Teacher - There are major three types of rocks. They are igneous rock, sedimentary rock and metamorphic rock. (Write on the board)
(Teacher movement, Student movement, Gesture)

Students - Listen carefully.

Teacher - The term igneous is derived from the Latin word 'Ignis' meaning fire and igneous rocks are formed from molten material that has cooled and solid. They are also called the primary rocks. (Show the model of rock cycle)
(Teacher movement, Change in sensory focus, Gesture) (Focusing)

Students - Listen carefully.

Teacher - Do you understand the rock cycle?

Students - Yes ma'am

Teacher - OK, then some one stand and tell me the another name of igneous rock.

(Change in interaction style)

Students - Primary rocks.

Teacher - Some one come and write on the black board all the three types of rocks.

Students - Igneous rock, sedimentary rock & metamorphic rock.

(Student movement)

Teacher - OK, very good. Today close the lesson. tomorrow we will continue the class.

Thank you.

Students - Thank you ma'am.

Sl. No.	COMPONENT	TALLY BAR
1.	Teacher Movement	
2.	Pausing	
3.	Gesture	
4.	Change in speech pattern	
5.	Change in sensory focus	
6.	focusing	
7.	Change in interaction style	
8.	Pupil Movement	

SKILL OF EXPLAINING TRANSPORTATION

Teacher - Good morning students.
Students - Good morning madam.

Teacher - How do you go to school?
Students - By bus, car, bicycle etc.

Teacher - What is that?
Students - They are transport.

Teacher - OK, Very good children.
Today we are going to learn the
topic 'Transportation'.

Transport is the way to carry of human
animals and loads from one place
to another place. The mode of
transportation includes air, land &
water.

[define technical term
(transportation)]

Students - Listen carefully.

Teacher - How many types of transportation?

Student - Three types main.

Teacher - OK, tell all the three types of transportation.

Students - Air, land and water.

[Testing pupil understanding]

Teacher - (Teacher show the Transportation system chart)
Now we are discuss about road transport -

This transport are involves the use of roads and motor vehicles are used to carry people and goods from one place to another place. It is the most popular worldwide and it is also faster and cheaper. Highest carrying capacity for movement of goods over short distance.

[Illustration, example & analysis]

[creating interest of the pupil]

[use of visual techniques]

Teacher - OK, now we discuss about water transport.

It is done over water bodies and it uses - sailboats, barge, ships or boats. Water transportation is over canals, lakes, rivers and oceans or seas.

There are two type forms of water transport in Inland and Ocean. Inland water transport is done over manmade canals, lakes and rivers and Ocean water transport involves navigation of bulky commodities over the ocean all over the world. This transport is so cheapest mode of transportation.

[expt. example & analysis, covering essential points]

Teacher - Now we are discuss about Air transport.

This air transportation is transferring people and goods through the air and it is most expensive and fastest. This transport is highly affected by weather changes.

Students - Listen carefully.

Teacher - What is the fastest mode to move from one place to another.

Students - Vehicles.

[Testing pupil understanding]

Teacher - OK good, What kind of transport is very expensive and fast.

Students - Air Transport.

[Testing pupil understanding]

Teacher - OK, very good. Today close the lesson.
Tomorrow we will continue the class.
Thank you.

Students - Thank you ma'am.

Sl. No.	COMPONENT	TALLY BAR
1.	Use of appropriate beginning statement	I
2.	Use of Explaining links	I
3.	Use of Visual techniques	I
4.	Defining technical words	I
5.	Creating interest of the pupil	I
6.	Testing pupil understanding.	III

