UNIT 9: MICRO-TEACHING

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9.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- explain the meaning of micro-teaching and teaching skills;
- highlight the characteristics of micro-teaching;
- elaborate the phases of micro-teaching;
- identify the merits and demerits of micro-teaching;
- discuss different teaching skills.

9.2 INTRODUCTION

Before going into the details of concept of micro-teaching and teaching skills, we must know that what is teaching? To understand the meaning of teaching we can refer to the definition of Burton "Teaching is the

process of stimulation, guidance, direction and encouragement of learning". In operational terms we can also state that teaching is imparting knowledge or skill. We all know that teaching is not only an art but also a science which involves various skills and techniques of teaching. In this unit we are going to learn about a special technique called 'Micro-teaching'. If we mark the history of this technique, it can be traced that microteaching is a teacher education technique developed by the School of Education at Stanford University and first applied as a combined training and diagnostic tool in Stanford's teacher intern program in 1963. Hence, in this unit you will be able to learn about the entire microteaching technique and its merits and demerits in the process of teaching.

9.3 CONCEPT OF MICRO-TEACHING

Micro-teaching goes to mean is a scaled-down teaching process or a small form of teaching practice meant for the teacher trainees or the pupil teachers undergoing training. This technique has been developed at Standford University to serve 3 purposes: (1) as preliminary experience and practice in teaching, (2) as a research vehicle to explore training effects under controlled conditions, (3) as an in-service training instrument for experienced teachers. The term "Micro-teaching" was originally used by Dwight.W.Allen, Robert Bush, and Keith.A.Acheson of Standford University, California in 1963. It is a model plan of teacher training which aimed at bringing about desired changes in behaviour of teacher trainees by acquiring new skills in teaching. The skills which will be acquired by a teacher after practicing micro-teaching are the use of blackboard, asking of questions, use of illustrations, presentation of the lesson, fluency in delivery, use of reinforcement and development of pupil's participation and classroom communication etc. It is training concept that can be applied to both pre-service and in-service teachers for their professional development. In micro-teaching the procedure of teaching is basically scaled down. It is scaled down in terms of class and time and even students. This specific teaching skill need to be trained and habituated to the teacher trainees through

repeated practice and by making necessary correction. For this purpose, the usual classroom situation is scaled down by reducing the size from 10-5 students and economising time from 10-5 minutes. The content of teaching is also reduced to small unit in relation to the time-factor. In this process expert teacher-educator are used in making observation and sophisticated electronic equipments like video-tapes are used in recording of teaching presentation in making necessary correction to it. Microteaching can be in fact termed as mini form of ideal teaching.

Microteaching has been defined in number of ways. Some selected definitions are given below:

D.W Allen defines the concept as follows, "Micro-teaching is a scaled down teaching encounter in class size and class time."

Robert Bush has maintained, "Micro-teaching is a teacher education technique which allows teachers to apply well defined teaching skills to a carefully prepared lesson in a planned series of 5-10 minutes encounter with a small group of real classroom students, often with an opportunity to observe the result on video tapes."

According to Allen and Eve, "Micro-teaching is a system of controlled practise that makes it possible to concentrate on specified teaching behaviour and to practice teaching under controlled conditions."

According to B.K Passi and M.S Lalita, "Micro-teaching is a training technique which requires student teachers to teach a single concept using specified teaching skill to a number of pupils in a short duration of time."

According to Allen and Cooper, "Micro teaching is a teaching situation which is scaled down in terms of time and numbers of students. Usually, this has meant a four to twenty-minutes lesson involving 3 to 10 students. The lesson is scaled down to reduce some of the complexities of the teaching acts, thus allowing the teacher to focus on selected aspect of teaching."

9.3.1 Characteristics of Micro-teaching

On consideration of the concept and the various definitions of micro-teaching, following major characteristics may be drawn:

- **Training of Specific Skills:** Micro-teaching is a device for teacher-trainees to train their specific skills. For this purpose, small units or contents of lesson are selected to give practical experience in teaching.
- **Controlled encounter:** It is a scaled down teaching method to control the process of teacher's encounter. It is guided by the principle of economy of time and effort in teaching. Here, the class size is reduced to 5-10 students, time limit reduced to 10-5 minutes and the content of teaching is limited to small units.
- **Individual Teaching:** Here attention to teaching is focussed on one teacher in acquisition of his individual skill in the act. Repetition in teaching is continued till the required skill is attained.
- **Expert Observation:** Expert and trained teacher educator is appointed to make clear observation of the teacher trainee in acquisition of the required skill in teaching. It is therefore a science and a realistic approach to objective teaching of the pupil teacher.
- **Rigorous Method:** Micro-teaching is different from usual classroom teaching. It is more carefully planned and rigorously executed method of teaching. Here, teaching of trainees are very carefully observed and recorded by using video-camera for subsequent observation and modification of presentation.
- **Immediate Feedback:** This training methods provides immediate feedback in learning of the pupil teachers. They perform the teaching skills after receiving demonstration from the experts. There is the process of teaching and re-teaching on the basis of feedback.



CHECK YOUR PROGRESS

Q 1: Who developed the concept of Micro-teaching?

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Q 2: What were the main purposes for developing Micro-teaching?

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9.3.2 Objectives of Micro-teaching

The technique of micro-teaching can be used to achieve these objectives:

- To enable the teacher-trainees to learn and assimilate new teaching skills under controlled conditions.
- To enable the teacher-trainees to gain confidence in teaching and mastery a number of teaching skills on a small group of pupils.
- To utilise the academic potential of teacher-trainees for providing much needed feedback.
- To give the teacher-trainees training in the component skills of teaching at the pre-service level.
- To gain maximum advantage with little time, money and material.

9.3.3 Importance of Micro-teaching

Micro-teaching is very important for a teacher for their professional development as it intends to develop knowledge, skills and professional attitude of a teacher-trainee. In this context we can highlight the points suggested by Allen in 1970 regarding importance of Micro-teaching. They are as follows:

- Micro-Teaching is a real teaching situation but the number of students and time is scaled down into small portion. This is different to simulated teaching. In the Micro-Teaching the students are peers who play a role as a student. After the teaching process the peers will give the feedback on the teacher's performance.
- The teacher can get the feedback from the supervisor, peers, or video records directly to help the teacher to develop their weaknesses in teaching performance. The information can be

the aids for his/her future teaching in the real classroom.

- Micro-Teaching allows the teacher to focus on the acquisition of teaching skills through the selection of only one standard of competence. Thus, it helps the teacher reduce the complexity of teaching in the normal classroom.
- Micro-Teaching will not endanger student if the teacher fails in teaching. It has low risk situation for both students and the teacher, and the teacher is allowed to choose the topic of lesson that he/she greatest capability on it.
- Micro-Teaching provide a more conducive classroom where the teacher can prepare themselves to be not anxiety when they face the real classroom, and choose some learning strategies in the real large classroom with various backgrounds of students.

9.3.4 Phases of Micro-Teaching

Micro-teaching method involves a series of attempts in its teaching procedure. It indicates a systematic and scientific plan of teaching in the acquisition of required skill. Their nature and procedure may be presented below:

- **Explaining the Skill:** Firstly, in micro-teaching, a clear concept of the true nature of skill is explained to the teacher trainees prior to their teaching encounter in the classroom. The skill is defined to them and its related teaching behaviour is made clear in the mind.
- **Demonstration:** Necessary physical demonstration relating to the concept of requisite teaching skill is presented to them. Such ideal demonstration is shown by using the video-recording collected for the purpose.
- **Preparation of the Plan:** Prior to facing the classroom, the teacher-trainees prepare the lesson plan that serves as a guide to his teaching. The plan of lesson is prepared so that a teacher

can cover the schedule time limit of 5-10 minutes.

- **Teaching Encounter:** After preparation of the lesson plan the trainee goes to the classroom to make the teaching encounter with the students. The teacher presents the content of teaching in accordance with the plan prepared. It helps the teacher trainees to remove the sense of hesitation and gain self-confidence for teaching. The expert observer also sits in a corner of the room to note down the points of observation.
- **Discussion or Feedback:** On completion of teaching the discussion or feedback session begins. The expert observer opens up the discussion and gives his views on the vital points of observation. The expert also suggests the ways and means to improve or make the trainees presentation more effective. This is called feedback and is considered as a more important step in micro-teaching.
- **Re-plan:** Discussion session may reveal the necessary modification and correction to be brought to the plan presented. Accordingly, the teacher-trainee re-plans or rearranges the plan in the light of expert suggestions. Such a step positively helps in the elimination of the defects and in making improvement over the earlier attempt.
- **Re-teaching:** The revised plan of lesson is again presented in the same classroom for the same duration, although the students may be different. This re-teaching may naturally claim to be more improved presentation over the earlier one.
- **Re-feedback:** Re-teaching is again followed by discussion or re-feedback with the teacher-educator in making re-assessment. It believes that repetition helps in elimination of the error that lead to more perfection in learning the skill.The diagrammatic representation of the micro-teaching technique is presented below:

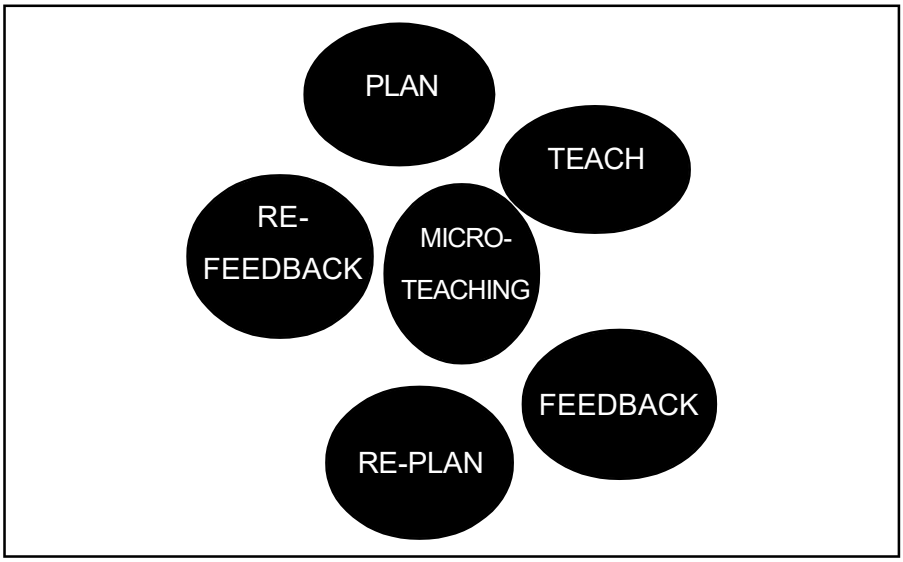


FIG: PHASES OF MICRO-TEACHING (9.1)



ACTIVITY 9.1

Organise a micro-teaching class with the help of your peer group and try to introduce a unit of study by yourself within a time frame of 8 minutes. Your counsellor will act as a supervisor. Try to record all the modifications forwarded by your experts and re-record after modification.

9.3.5 Assumptions of Micro-Teaching

The basic concept of this micro-teaching method lies with certain assumptions. These assumptions are as follows:

- The act of teaching is a complex process. Its complexity can be broken by making small unit of teaching of specific skills called micro-teaching.
- It believes that perfection in teaching can be attained through repetition, modification and correction of the teacher's attempt.
- It believes in the principle of flexibility and dynamism in attainment of perfection in teaching.
- It is of the view that the specific skills attained in small teaching may help to acquire the requisite art of teaching.
- It assumes that the skill acquired through micro-teaching may

be transferred to actual application in the classroom teaching by the trained teacher.

- Micro-teaching method therefore has good deal of perfection and pragmatic imagination behind its planning and execution.

9.3.6 Merits or Utility of Micro-Teaching

Micro-teaching method is well-recognised at present as a new innovative technology of teaching. Its major points of achievement may be presented below:

- **Minimize complexity in teaching:** It is difficult for a pupil-teacher at the beginning to encounter a big classroom with 40-50 students for a period of 40-45 minutes. Micro-teaching method simplifies and trains the teacher to be mentally prepared for that.
- **Develops self-confidence:** Introvert and newly appointed teacher naturally finds it difficult to make psychological adjustment in the classroom. The scale down teaching provision may naturally help to avoid such difficulty and develops self-confidence among them.
- **Understanding the skills of teaching:** Teaching is a craft that involves specific skills to be acquired through training. Skills like verbal deliberation, use of blackboard, asking questions, giving illustrations and the use of teaching aids etc. in the classroom may be trained through micro-teaching method.
- **Feedback Mechanism:** Feedback in teaching very effectively works in this method. The observation and necessary suggestion made by the teacher educator over the teaching encounter may serve the useful purpose in this regard.
- **Behaviour Modification:** Immediate feedback mechanism of this method leads to modification and correction of behaviour of the teacher trainees. Re-planning, re-teaching and re-feedback may lead to more perfection in the trainees behaviour.

- **Improving quality of teaching:** Improvement in the quality of teaching in the need of the hour today. In this regard micro-teaching is said to be the real teaching method. It helps the teacher trainees in modification of their teaching behaviour.
- **Research Tool:** This method may be used as a very effective research tool in respect of the study of the teacher's behaviour. Use of video recorder in recording teachers' classroom demonstration may provide objective data for perception of teacher's behaviour to the research workers.

9.3.7 Limitations of Micro-teaching

From the point of view of its workability one cannot overlook the limitations or drawbacks of this method. Following points need to be considered here:

- In the absence of well-trained and experienced teacher educator, micro- teaching method cannot be successful.
- The method itself is very time consuming. With a large number of teacher trainees, it appears to be a big problem.
- Teacher's own creativity in teaching does not find scope for its revelation and application here.
- Teaching when broken into small parts may lose its meaning and significance.
- Teaching ability cannot be viewed as the sum total of a number of skills to be trained one by one.
- Teaching only to 5 students for 5 minutes' time cannot be true representative of the usual classroom teaching. It is not the real teaching in this sense.
- Students here do not get scope for their interaction and communication within the limited period of time.
- The method itself is costly and time consuming. Use of video-recording re-teaching, re-feedback etc. are making the method more complicated.

9.4 CONCEPT OF TEACHING SKILLS

Teaching is a process that facilitates learning. The effectiveness of the teaching learning process adheres to the teaching skills of the teacher and the learning skills of the learner. Some of the key points of teaching skills are as follows:

- **Interactive Skills:** This interactive skill covers interpersonal skills, effective speaking skills and presentation skills in the teaching learning process.
- **Confidence:** The teacher needs to be confident enough to handle with the subject matter and should be ready to explain and answer to the questions probed by the learners.
- **Organisational Skills:** The pre-planned activities for the teaching considering the needs and interest of the learners should be developed by the teachers.
- **Team work:** The skill to work in team and groups is necessary for the teachers.
- **Conflict Management skills:** The teacher should possess conflict resolution skills to deal with the students or among the peer group.
- **Motivational skills:** It is a pre-requisite skill needed by the teachers since motivation pushes the students to gain interest and attitude towards the subject being taught.
- **Evaluation and feedback:** The teacher should be able to imply appropriate evaluation methods and techniques and give feedback to the students on their performance without any personal bias.

We can better understand the concept of teaching skills if we go through the following definitions of teaching skills:

According to Gage (1968), "Teaching skills are specific instructional activities and procedures that a teacher may use in his classroom. These are related to various stages of teaching or to continuous flow of teacher's performance."

Passi (1968), says that a sets of teaching acts or behaviours performed with an intention to facilitate pupil's learning can be called

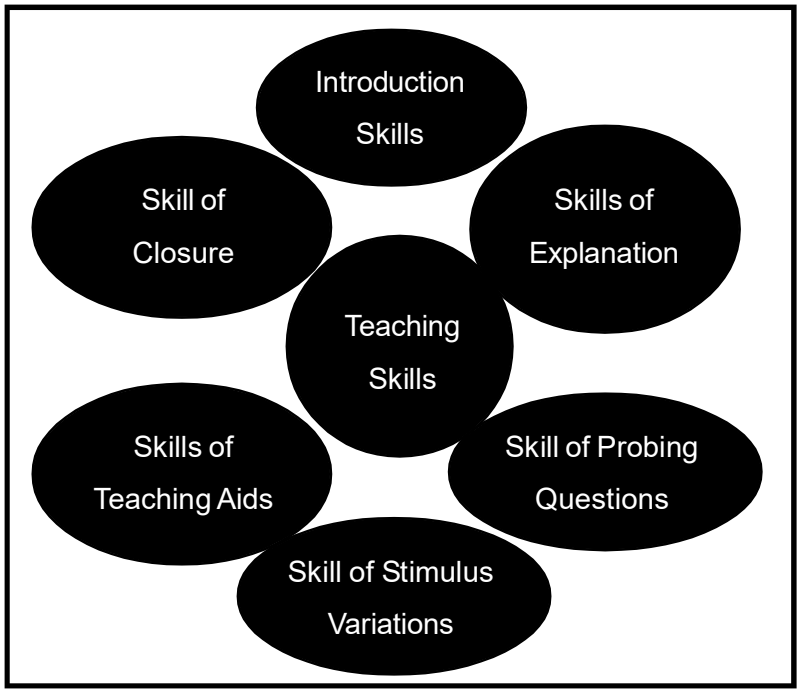
teaching skills.

The Asian Institute for Teacher Educators (1972) defined teaching skills as those activities of teaching that are especially effective in bringing about desired changes in pupils and are related to continuous flow of teacher's performance.

Wragg (2005) sees teaching skills as strategies that teachers use to facilitate pupil's learning.

Kyriacou (2007) also defines teaching skills as discrete and coherent activities by teachers which foster pupil learning.

9.4.1 Different Teaching Skills





CHECK YOUR PROGRESS

Q 3: Which one of the following statements about "Micro-teaching" is false?

a) It is an innovative method to teach students.

b) The emphasis is on "how" to teach not "what" to teach.

c) It requires peers and students to observe skills of the teacher.

d) Specific areas of teaching skills can be assessed use the micro-teaching technique.



9.5 LET US SUM UP

- Microteaching is a teacher education technique developed by the School of Education at Stanford University and first applied as a combined training and diagnostic tool in Stanford's teacher intern program in 1963.
- This technique has been developed at Stanford University to serve 3 purposes:
  - as preliminary experience and practice in teaching,
  - as a research vehicle to explore training effects under controlled conditions,
  - as an in-service training instrument for experienced teachers.
- The term "Micro-teaching" was originally used by Dwight.W.Allen, Robert Bush, and Keith.A.Acheson of Stanford University, California in 1963.
- The main characteristics of micro-teaching are: training of specific skills, controlled encounter, individual teaching, expert observation, rigorous method, immediate feedback.



9.6 FURTHER READING

1) Kochhar, S.K (2004). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Private Limited.

2) Bhatia & Bhatia (2007). The Principles and Methods of Teaching. New Delhi: Doaba House Publishers. Sampath ET. Al (2004). Introduction to Educational Technology. New Delhi: Sterling Publishers Private Limited.

3) Sharma, A. R. (1992). Educational Technology. Agra: Vinod Pustak Mandir.

4) Sharma, R. A. (2012). Educational Technology and Management. Meerut: R. Lall Book Depot.

9.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Micro-teaching was originally used by Dwight.W.Allen, Robert Bush, Keith .A. Acheson of Stanford University, California in 1963.

Ans to Q No 2: Micro-teaching technique was developed at Stanford University to serve 3 purposes: (1) as preliminary experience and practice in teaching, (2) as a research vehicle to explore training effects under controlled conditions, (3) as an in-service training instrument for experienced teachers.

Ans to Q No 3: a) It is an innovative method to teach students.

9.8 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words)

Q 1: Define micro teaching.

Q 2: Micro teaching is called individual teaching. Why?

Q 3: "Micro teaching is a rigorous method"- Explain the statement briefly.

Q 4: What are the objectives of micro teaching?

Q 5: Mention the different assumptions of micro teaching.

Q 6: What is meant by teaching skill?

Long Questions (Answer each question in around 300-500 words)

Q 1: Explain the main characterstics of micro teaching.

Q 2: Discuss the phases of micro teaching.

Q 3: Elaborately explain the importance of micro teaching.

Q 4: Discuss the merits and limitations of micro teaching from your point of view.

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