

## MICRO-TEACHING

### 11.1 Introduction

Micro-teaching is geared towards simplification of the complexities of the regular teaching-learning process. It is a scaled-down version of the regular teaching which is scaled down to provide optimal training and experiential learning through micro-teaching. The co-ordinator demonstrates the skill to be practised. This may be the live demonstration, or a video presentation of the skill. Then the group members select a topic and prepare a lesson plan for 5 to 10 minutes. The lecture trainer then has the opportunity to practice and evaluate the use of his skills. Practice takes the form of a controlled microteaching session in which 5 to 10 pupils are involved.

Feedback in micro-teaching is essential for teacher's continuous improvement. It is the information that a student receives concerning his attempt to initiate certain patterns of teaching. The built-in feedback mechanism in microteaching acquaints the trainee with the nature of his performance and enables him to evaluate and to improve his teaching behaviour. Electronic media that can be used to facilitate effective feedback is a vital aspect of micro-teaching.

Microteaching has been considered as an effective technique for development of teaching skills in teachers. It is meant for studying teacher behaviour based on an effective feedback mechanism.

### 11.2 Definitions of Microteaching

**"Microteaching is the scaled down teaching situation in which skill and time."**

**"Microteaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behaviour and to practise teaching under controlled conditions."**

- D. B. Elliot and J. P. Gage

"Microteaching is a scaled down teaching encounter in which a teacher teaches a small unit of group of five to ten pupils for a small period of five minutes. Such a situation offers a helpful setting for an experienced or in experienced teacher to acquire new teaching skills and refine old ones."

— L. C. Singh

"Micro-teaching is a device which provides the novice and experienced teachers alike, new opportunities to improve teaching"

— David Young

"Micro-teaching is a teacher training procedure which reduces the teaching situation to simpler and more controlled encounter achieved by limiting practice-teaching to a specific skill and reducing teaching-time and class-size."

—Clift et al

"Micro-teaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of 5 pupils for a small period of 5 to 10 minute. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones."

— L. C. Singh

"Micro-teaching is a teacher education technique which allows teachers to apply clearly defined teaching skills in carefully prepared lessons in a planned series of five to ten minutes encounters with a small group of real students."

— Bush

"Micro-teaching is a training setting for the student teacher where complexities of the normal classroom teaching are reduced by practising one competent skill at a time, limiting the content to a single concept, reducing the size to 10-15 pupils, and reducing the duration of the lesson to 5-10 minutes."

— N. K. Jungira & Ajit Singh

"Micro-teaching is a training technique which requires student teacher to teach a single concept using specified teaching skill to a small number of pupils in a short duration of time."

— B. K. Passi and M. S. Lalita

### 11.3 Assumptions of Micro-Teaching

Micro-teaching is an idea, at the core of which lie five essential propositions:-

1. **Real Teaching:** Micro-teaching is a real teaching, but its focus is to develop certain teaching skills and not the development of pupils' content abilities.

2. **Reducing Complexities:** Micro-teaching reduces the

complexities of normal classroom by scaled down class size, content and time

3. **Focus on Training:** Micro-teaching focuses on training for the accomplishment of specific tasks. These tasks may be the practice of instructional skills, the practice of techniques of teaching, the mastery of certain curricular materials or the demonstration of teaching methods.

4. **Increased Control of Practice:** Micro-teaching allows for the increased control of practice. In a micro-teaching setting, the time, number of pupils, methods of feedback and supervision, etc., may be manipulated.

5. **Expanding Knowledge of Results:** Micro-teaching greatly expands the normal knowledge of results or feedback dimensions in teaching. Immediately after teaching a brief micro-lesson, the trainee is engaged in a critique of his performance. All this feedback can be immediately translated into practice when the trainee reteaches shortly after the critique conference.

Micro-teaching method has two advantages i.e. training in teaching skill and research in teacher-training.

### 11.4 Characteristics of Micro-Teaching

From the above definitions following characteristics can be realised:

1. **Analytic Approach:** Microteaching is an analytical approach to training.
2. **Training Technique:** It is a training technique and not a teaching technique.
3. **Feed back:** It provides adequate feedback.
4. **New Innovation:** In the field of teacher education, it is relatively a new innovation.
5. **Scaled-down Teaching:** Microteaching is a scaled down teaching as follow:
  - (a) It is the practice of one skill at a time.
  - (b) It reduces the class size from 5 to 10 pupils.
  - (c) It reduces the duration of the period from 5 to 10 minutes.
  - (d) It reduces the content of the topic to a single concept.
6. **Individualized Training:** It is highly individualized training of the student-teacher.
7. **Objective Observation:** By using aids like video tape, observation becomes very objective.
8. **Presence of Supervisor:** Supervisor plays an important role in

micro-teaching. He evaluates and provide feed back for micro-lessons.

9. **Simulated Teaching:** Micro-teaching is not real teaching in it, pupil-teachers play the role of students.

### 11.5 Difference Between Mico-Teaching and Traditional Teaching

The main difference between micro-teaching and real teaching are as follows:

Micro-Teaching	Real/Traditional Teaching
1. Objectives are specified in behavioural terms.	1. Objectives are not specified in behavioural terms.
2. It is a simple process	2. It is a complex process
3. Class size is small i.e. 5-10 students.	3. Class size is large i.e. 30-60 students.
4. Time duration of teaching is also small i.e. 5-10 minutes	4. Time-duration is comparatively longer i.e. 30-60 minutes.
5. Pupil-Teacher practices one skill at a time.	5. Teacher practices more than one skill at a time.
6. Role of supervisor is specific and well-defined.	6. Role of supervisor is vague
7. It involves rating-scale, tape-recorder close-circuit television etc. etc.	7. It doesn't involve such things.
8. It is practical in nature	8. It is comparatively less practical.
9. It involves smaller portion of content i.e. only a single concept.	9. It involves larger portion of content.
10. Immediate feedback is provided.	10. Immediate feedback is not provided.

### 11.6 Methodology of Micro-Teaching

As we have already discussed, that the teacher is trained individually in the teaching skills in scaled down form of teaching. The teacher practises these skills, till he/she achieves the mastery of teaching those particular skills. The methodology adopted generally comprises the following three

phases:

1. **Knowledge Acquisition Phase:** In the first phase, the teacher tends to know all about the teaching skills, through observing demonstration of skills and also through analysis of and discussion on demonstration.
2. **Skill Acquisition Phase:** In this phase actual skills are acquired through practice. In this phase micro lesson is prepared, teaching skills are practised, and performance is evaluated.

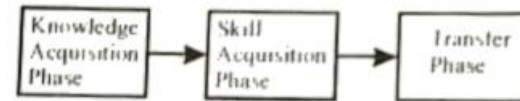


Figure: Phases of Microteaching

3. **Transfer Phase:** In the last phase, teacher is given chances to use the acquired skills in the normal classroom situation. The knowledge and skills acquired in the first two phases are transferred to actual teaching situations.

### 11.7 Steps of Microteaching – An Indian Model

Microteaching generally adopts the following steps in a teacher training course to acquire certain teaching skills.

1. **Orientation:** Firstly, the student-teacher should be given theoretical discussion about micro-teaching on various topics covering concept, significance, procedure, etc. about microteaching.
2. **Discussion on Teaching Skills:** In this step, the concept of teaching skills is clarified first and then some of the teaching skills should be selected and explained at length. Only one skill should be selected and explained at length.
3. **Presentation of a Model Demonstration Lesson:** The chosen teaching skill is demonstrated by the teacher-educator through a model lesson. It can also be exhibited through a video tape or through other illustrations as well.
4. **Preparation of Micro Lesson Plan:** In this step, the student-teacher is required to prepare micro-lesson plans for only one concept for a micro-lesson, for the practice of demonstrated skill. The guidelines for preparation of a micro-lesson along with topics are given to the student teachers.
5. **Microteaching Setting:** The following standard setting is suggested for effective use in micro-teaching class.

- Number of pupils (normally teacher trainees) : 5 – 10
- Supervisors (Teacher educators or teacher trainers) : 1 – 2
- Time duration of a micro lesson : 6 minutes
- Time duration of a micro-teaching cycle : 36 minutes

This duration is as follow:

Teach	6 min
Feedback	6 min
Re-plan	12 min
Re-teach	6 min
Re-feedback	6 min
<b>Total</b>	<b>36 min</b>

6. **Practice of Teaching Skill:** In this step, the student teacher practises his prepared micro-lesson for 6 minutes to a class consisting of 5-10 pupils at a time, supervised by both teacher-educator as well as teacher-trainees. Wherever possible the teaching session can also be video graphical.

7. **Feedback:** The various teaching skills being developed through microteaching are observed and evolved by the teacher-educator as well by the teacher trainees. The feedback is provided in terms of the component teaching behaviour emphasizing the skill under practice. The greatest advantage of micro teaching is in providing immediate feedback to the student teacher, about the acquired teaching skill.

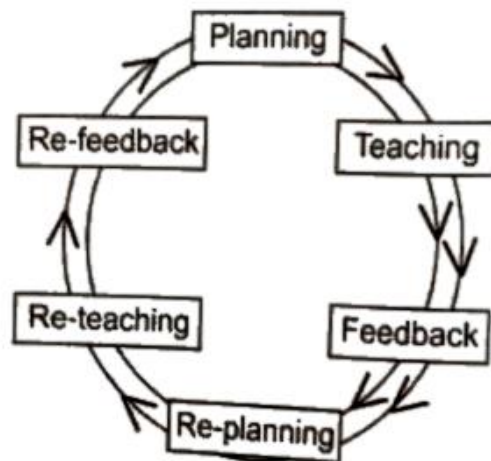


Figure: A Microteaching Cycle

### 11.8 Implications of Microteaching

The main implication of microteaching can be summarised as follow:

- Microteaching is real teaching.
- It helps in reducing the complexities of normal class-room teaching.
- Microteaching focuses on training for the accomplishment of specific skill at a time.
- Microteaching allows for the increased control of practice.
- It is useful for developing teaching skills and efficiency of teaching trainees.
- It is greatly beneficial as it can be done in simulated conditions, avoiding the complexities of the normal classroom teaching.
- It is to learn a simple skill comprising specific classroom behaviour, that helps in the proper understanding of the meaning and concept of teaching.
- It provides proper, objective and effective feedback instantly for the modification of teacher behaviour
- It is a scaled down teaching, reducing the skill to one at a time and the number of pupils are also reduced from 5 to 10 and duration of time is also kept short.
- It provides economy in mastering the skills of teaching. It saves both time and energy of the trainee teacher as well as of the pupils.
- The demonstration lesson can also be given through video-cassettes, besides the traditional method.
- Microteaching helps in the modification of teacher behaviour teaching learning process.

### 11.9 Merits/Advantages of Micro-Teaching

- Develops Confidence:** It develops confidence in the teacher trainee as he/she gets chance to improve upon his/her drawbacks.
- Self-Evaluation:** By micro-teaching technique the teacher-trainee can go for self-evaluation by recording his/her performance in the audio, video-tape recorder which acts as feedback.
- Effective Feedback Device:** It is an effective feedback device in order to bring improvement in teacher's behaviour. The teacher can bring change in her behaviour during the task of teaching.
- Simple Technique:** Micro-teaching is considered a very simple technique, because in this technique only one teaching skill is selected for the training purpose at a time and the number of pupils in the class is 5-10 only.

5. **Individualised Training:** Through micro-teaching the training of the teachers occurs on individual basis. Each trainee develops teaching skills according to his/her pace and abilities.
6. **Reducing Complexity:** Micro-teaching, as we studied earlier, reduces the complexity of normal class-room teaching by scaled down teaching time, class-size, scope of content and teaching skill are reduced.
7. **Developing Specific Teaching Skills:** The specific teaching skills are developed by micro-teaching experiences e.g. reinforcement skill, skill of using Chalk-board, skill to questioning etc.
8. **Demonstration of Model Lessons:** There is a provision of demonstration of model lessons that helps the teacher-trainee to understand and practice the teaching skill in a simple, easy and better way.
9. **Use in Research Work:** Micro-teaching can be used in research work in various situations related to the teaching. Micro-teaching is still at the research stage because as yet, all the teaching skills could not be indentified. Hence, micro-teaching is a very important field for research.
10. **Knowledge of Teaching Skills:** The knowledge and practice of teaching skills can be given by the use of micro-teaching.
11. **Integration of Theory and Practice:** Micro-teaching technique provides opportunities to the theories and practices for their integration. In this system, Psychological principles such as law of learning, laws of motivation, from part to whole are practically used.
12. **Observation of Micro-Teaching:** The individual micro-lessons are observed by the supervisors and all the activities are not down all the activities are either rated, video-taped or audio-taped.
13. **Objectives of Micro-Teaching:** In this technique, the specific objectives of micro-teaching can be described in behavioural terms.
14. **Continuous Training:** With the help of micro-teaching techniques, training of any teacher can take place continuously and the teacher's art of teaching get matured.
15. **Develops Pre-service and Inservice Teaching Efficiency:** The micro-teaching technique is helpful in development pre-service and inservice teaching efficiency.
16. **Focus on Teaching Behaviour:** Micro-teaching focuses attention on the teaching behaviour of teaching-trainee to modify and improve it in the desired direction.

17. **Modification of Teacher's Behaviour:** Micro-teaching technique helps in modification of Teacher's behaviour by providing the knowledge and practice of desirable and undesirable components of teaching skill.

#### 11.10 Limitations of Micro Teaching

1. **Expensive:** Micro-teaching is quite a costly method. Its techniques ranging scales, tape-recorder, close-circuit Television etc.
2. **Not Real Teaching:** Micro-teaching is not real teaching. It is simulated teaching. It cannot be applied to school.
3. **Control on Conditions:** Micro-teaching requires a control on teaching learning conditions.
4. **Requirement of much time and energy:** Micro-teaching require too much time and energy on the part of both the pupil-teacher and teacher.
5. **Disturbance in Time-Table:** For conducting micro-teaching the normal school/college timetable has to be reformed thus, micro-teaching creates disturbance in normal time-table.
6. **Difficulty in transferring the skill to actual situation:** Micro-teaching is scaled-down teaching. Sometimes teachers find it difficult to transfer the skills acquired through micro-teaching to actual situation.
7. **No Scope of Creativity:** Micro-teaching is a monotonous process. There is no scope of creativity and originality in it.
8. **Incomplete:** Micro-teaching is not complete in itself. It requires other techniques/tools for completion.
9. **Lack of Competent Supervisor:** Micro-teaching requires competent supervisors, but there is lack of such competent supervisors and experts.
10. **Learning in Parts:** Through micro teaching, the pupil-teacher learns in parts, such a learning is not integrate and effective under certain situations.

#### Conclusion

From the above noted implications, it can be concluded easily that microteaching has been considered as effective technique for development of teaching skills in teaching. This approach is used to shape the teacher's behaviour based on an effective feedback mechanism. As the term is self-explanatory being a miniature form of teaching in which teaching is scaled down in terms of class size, time and complexity while developing

a specific teaching skill. Here one teaching skill is practised at a time. In this way, we can say that microteaching may be described as an effective, well managed, and organised way of learning the art of teaching.

### Exercises

#### Long Answer Type Questions

1. Define micro-teaching. Explain its characteristics.
2. Explain in detail the various steps of micro-teaching.
3. Discuss the merits and Demerits of micro-teaching.

#### Short Answer Type Questions:

Write short note on following.

- (i) Phases of Micro-teaching
- (ii) Micro-teaching cycle
- (iii) Difference between micro-teaching and real teaching.
- (iv) Limitations of micro-teaching.

## 12

### MICRO-TEACHING SKILLS IN TEACHING SOCIAL SCIENCE

#### 12.1 Introduction

A teaching skill can be explained on the basis of a set of teacher behaviours that brings about an interesting and effective teaching and a desired change in the pupil is acquired. The teacher has to use various teaching skills to achieve certain objectives of the teaching-learning.

By using the teaching skills, one can teach thoroughly, quickly, interestingly and effectively. It initiates, stimulates and reinforces the process of learning, making it more purposeful and effective. Skills, while practised through micro-teaching, put theoretical knowledge into practice. It is different from teaching method. A method is a procedure, while a skill is a mean of achieving a particular purpose. To be an effective professional, one must practise through micro-teaching, how to be well-versed in acquiring certain teaching skills.

(Different authors, who have categorised teaching skills in various ways. The following list is not only the complete one, you can add or delete the teaching skills according to your need, purpose and environment.)

#### 12.2 Types of Skills

1. Writing instructional objectives
2. Organising the content
3. Introducing the lesson
4. P.K. Testing
5. Questioning
6. Probing Questions
7. Response management
8. Explaining