

## **MICRO-TEACHING GUIDELINE**

### **GUIDELINE FOR MICRO TEACHING**

#### **1.0 Introduction**

Teaching is an art. It includes various techniques in order to transfer knowledge effectively. Now days, effective teaching skills are in great demand, the concept of microteaching came into action. Thus teaching skills are new innovative programme for teachers, which enhance their class room attitude and behaviour. Many primary educational institutions have taken up micro teaching practices in order to equip teachers with an effective method of teaching.

#### **1.1 Definitions of Micro-Teaching**

According to B.K. Paisee, "Micro teaching is a training technique which requires student teachers to reach a single concept using specified teaching skills to a small numbers of pupils in a short duration of time".

#### **1.2 Nature of Micro Teaching**

The nature of micro teaching can be expressed in the following form.

1. Micro teaching is the process of establishing a mutual relationship between the teacher and the students.
2. Micro teaching is the process of bringing changes in the behaviour of the students.
3. Micro learning is a purpose fulfilling process.

#### **1.3 MICRO-TEACHING: CONCEPT**

Micro-teaching is a teacher's training and faculty development programme where the master teacher review the recording of a teaching session, in order to get a constructive feedback from the students about what they have worked and what improvements can be made to their teaching technique.

Micro-teaching was invented in 1963 at Stanford University by Dwight W. Allen.

In the original process, a teacher is asked to prepare a short lesson (usually 20 minutes) for a small group of learners who may not have been his/her own students. This was then recorded on video. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's teaching objectives. Micro teaching is a procedure in which a student teacher practices teaching with a reduce number of pupils in a reduced period of time with emphasis on narrow & specific teaching skills.

Microteaching can also be defined as a teaching technique especially used in teacher's pre service education. By the help of this technique, teacher candidates can experiment and learn each of the teaching skills by breaking them into smaller parts and without encountering chaotic environment of the crowded classes. Selcuk (2001) indicates that video recordings can not only be used for demonstrating model teacher behaviours but can also be used for the analysis of microteaching. Using video recording method in microteaching applications contributes to the professional development of pre service teachers by identifying strengths and weaknesses and improves their competencies (Tok, 2007).

#### **1.4 TECHNIQUES OF MICRO TEACHING**

Since its inception in 1963, micro teaching has become an established teacher training procedure in many schools, colleges and universities and school districts. This training process class size, time, task, and content are scaled down to provide optimal training environments. The supervisor demonstrates the skill to be practiced. This may be live demonstration or a video presentation of the skill. Then, the group members select a topic and prepare a lesson of five to ten minutes. The teacher trainee



then has the opportunity to practice and evaluate his use of the skills.

### **1.5 NEED OF MICRO TEACHING**

Following are the need of micro teaching which are given below

1. Micro teaching is a very flexible method which is organized on the basis of subject and circumstances.
2. Micro teaching is very necessary to remove the complexities of the course duration and subject.
3. On the basis of the changes brought in the students through micro teaching, the backing should be provided immediately.
4. Micro learning is essential for evaluating specific exams.

### **1.6 PROCESS OF MICRO TEACHING**

Followings are the process of micro teaching.

#### **i) Curriculum formulation**

Teaching skills by the student teacher should be learned during the training. The micro teaching curriculum is to be prepared accordingly.

#### **ii) Teaching**

The next step is to teach. The trainee teaches the class according to the plan they had prepared. This will be supervised by the trainer.

#### **iii) Feedback**

Feedback in micro teaching is critical for teacher trainee improvement. With this feedback, the student teachers rectify their shortcomings.

#### **iv) Re arrangement session**

Immediately after the feedback, the student teacher rearranges his/her lesson, for better activity and result.

v) Re educational session

After re planning the re planned lesson is done by re teaching on another group. This will enhance their skill.

vi) Re-Feedback

After re teaching, feedback is provided by the invigilator to the student teachers. Through this process the student teacher continuously improve their shortcomings.

### 1.7 ADVANTAGES

1. It focuses attention on teaching behaviour to modify and improve in the desired direction.
2. Micro teaching can be done either in real class room conditions.
3. It is useful for developing teaching efficiency in pre service and in service teacher education programmes.
4. It is an effective feedback device for the modification of teacher's behaviour.
5. It is a training device for improving teaching practice and prepare a effective teacher.
6. The knowledge and practice of teaching skills can be given by the use of micro teaching.
7. The specific teaching skills are developed by the micro teaching experiences, e.g, reinforcement skill, probing question etc.

### 1.8 PHASES OF MICRO-TEACHING

1. **Knowledge acquisition phase:** In the learning stage, the student teacher acquires the knowledge of various teaching skills for which helps he is to be trained.



2. **Skill Acquisition Phase:** In the skill acquisition stage, the student teacher after seeing the demonstration lesson prepares a curriculum plan for micro teaching. And then practices that skill till he attains proficiency in the skill. Two components of this stage are important.

i) Feedback status

ii) Micro learning planning stage

3. **Transfer Phase:** In the transfer stage, the student teacher transfers the skills learned through micro teaching to actual class room situations and completes the teaching process.

**1. One skill at one time:**

Skills in micro teaching are targeted one skill at a time. Training on particular skills is given until it is mastered. After the master of one skill another skill is targeted next.

2. **Small scale content:** Limiting the content gives more freedom and ease to the trainees. Thus micro teaching is based upon the principle of limited content. Teachers are to prepare their lessons within the given content, therefore, it becomes easier for them to conduct their lessons.

3. **Practice makes a man perfect:** Mastering skills require practice. While focusing on one skill at a time, micro teaching programme also gives an opportunity to practice other skills, Lots of practice can boost the self confidence and promote the development of teaching skills.

4. **Experiments:** Experiments are the key factors in any concept. In micro teaching, many experiments are conducted in order to test the skills of the teachers. For example, the supervisors can conduct experiments the length of the lessons, time duration, the strength of students etc. These skills are tested under controlled condition.

5. **Instantaneous feedbacks:** Micro teaching consists of teacher pupil and supervisor and students. Once a session ends,

teacher pupils and supervisors come up with their feedback. This feedback is given instantly after the lesson plan ends. In this way, it helps in rectifying the drawbacks.

### 1.9 Conclusion

The most important quality of the participants of micro teaching is the ability to give and receive constructive feedback and achieves appropriate teaching learning goals. In addition, it helps in enhancing self confidence of teacher in an atmosphere of friendliness and equanimity.

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