

Stimulating Techniques in Micro Teaching

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Learning Objectives

General Objectives:

At the end of the 2 hours lecture , the students will acquire understanding on the stimulating techniques in Micro teaching.

Learning Objectives

Specific Objectives:

At the end of the 2 hours lecture on stimulating techniques in microteaching, the students will be able to:

1. Discuss briefly about what is microteaching.
2. Explain the microteaching cycle.
3. Explain the characteristics of microteaching.

Learning Objectives

4. Explain and assimilate new teaching skills under controlled conditions.
5. Master a number of teaching skills.
6. Gain confidence in teaching.

Learning Outcome

Students will be able to work individually to plan and present a 10 minutes microteaching.

What is teaching?

- Teaching is not merely imparting knowledge to students, nor merely giving advice.
- Teaching is not passing information to the students.
- Teaching is not sharing one's own experience.

What is teaching?

- The best way to understanding the nature of teaching is establishing a harmonious relationship between teacher, student and subject.
- Teaching is the activity of facilitating learning.
- One can become an effective teacher irrespective of his/her age, sex and experience.

What is microteaching?

- Microteaching, evolved in the late sixties by Alien to improve the skills of teachers is an excellent vehicle of providing teachers with an opportunity to improve their teaching skills.

What is microteaching?

- Microteaching is a scaled down teaching encounter in class size and time (Allen, 1966).
- Microteaching is a system of **controlled** practice that makes it possible to concentrate on specified teaching behavior and to practice teaching under controlled conditions (Allen and Eve, 1968).

What is microteaching?

- It is a teaching training technique for learning teaching skills.
- It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching.

What is microteaching?

- **Meaning:**

The teaching of a small unit of content to the small group of students (6-10 number) in a small amount of time (20 – 30 min.)

What is microteaching?

- Microteaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five pupils for a small period of 5 to 20 minutes (L.C. Singh,1997).

What is microteaching?

- It gives instructors opportunity to put themselves “**under the microscope**” of a small group audience.
- It is an excellent way to build up skills and experience.
- To experience a range of lecturing/ tutoring styles.

What is microteaching?

Microteaching as a technique that affords both beginning and advanced teachers opportunities to plan and practice a wide array of new instructional strategies.

What is microteaching?

- It is a **technique** that enables a teacher to develop his/her repertoire of professional skills in an **atmosphere conducive to learning** and in a **relatively safe environment** which is removed of the normal classroom threats and challenges (Orlich, et.al.,1990).

Characteristics of microteaching

- Microteaching is real although the environment is constructed.
- It focuses on training for the accomplishment of specific tasks such as instructional skills, techniques of teaching, mastery of curricular materials and demonstrations of teaching methods

Characteristics of Microteaching

- The duration of teaching as well as number of students are less.
- The content is divided into smaller units which makes the teaching easier.

Characteristics of Microteaching

- There is a provision of immediate feedback.
- In microteaching cycle, there is facility of re-planning, re-teaching and re-evaluation.
- It puts the teacher under the microscope.
- The problem of discipline can also be controlled.

Components of Micro teaching Techniques

1. Student Teacher
 - Various capacities are developed in them- capacity of class management, maintaining discipline.
2. Feedback devices- changes in the behaviors of the students.

Components of Micro teaching Techniques

Skill: ability to do something well or expertness.

Teaching skills - a set of teachers' behaviors which are specially effective in bringing about the desired changes in the students.

Examples:

- Lecturing skill
- Skill of black-board writing
- Skill of asking questions

Skills of Micro Teaching

1. Introduction Skill
2. Skill of Probing Questions
3. Skill of Explanation
4. Skill of Stimulus Variation
5. Skill of Blackboard Writing
6. Skill of Achieving Closure
7. Skill of reinforcement
8. Skill of using Teaching and Learning Aids

Skills of Micro teaching Techniques

- 1. Introduction Skill:** The skill of introducing a lesson involves establishing rapport with learners, promoting their attentions, and exposing them to essential contents.

Skills of Micro teaching Techniques

1a) Preliminary Attention Gaining

Create desire for learning among the students.

Teacher can tell a story, with the help of demonstration, recitation.

Skills of Micro Teaching Techniques

1b) Use of previous knowledge.

1c) Use of appropriate Device.

1d) Link with a new topic: After preliminary questions and introduction, teacher establish a link of previous knowledge with present topic.

Components of Introduction

- **Attention Gaining:**

Yes No

i) Use of voice to focus interest

ii) Use of audio-visual aids

iii) Use of gestures/eye contact

iv) Introducing something unusual

Components of Introduction

- **Motivation Stimulation**

Yes No

i) To arouse curiosity

ii) Use of story telling
technique

iii) Able to involve students

Components of Introduction

- Cognitive link

Yes

No

- i) Able to relate to past experiences
- ii) Able to relate to new experiences
- iii) Able to relate to current events
- iv) Able to relate to students' interest/ experience

Components of Introduction

- Structure Provision

Yes

No

i) Able to state ways to accomplish task

ii) Able to use a series of questions.

iii) Able to state activity, task or project

Skills of Micro teaching Techniques

2. Skill of Probing Question:

- help students to think in depth about the various aspects of the problem.

Skills of Micro teaching Techniques

- **Components of probing skills:**

2i) Prompting: is a technique to move on to another student in order to maintain interest. Prompting questions use hints and clues to aid students in answering questions or to assist them in correcting an initial original questions with clues or hints included.

Skills of Micro teaching Techniques

- **Skill of Probing Questions:**

- 2ii) Seeking Further Information:

When the students answer correctly in the class but the teacher wants more information and further clarification from the learner by putting “how” and “why” of correct part of the response.

Skills of Micro teaching Techniques

2iii) Refocusing: When the teacher ask the same question from other student for comparison.

Skills of Micro teaching Techniques

2iv) Redirection involves more students in discussion. Questions directed to more than one student to answer.

Skills of Micro teaching Techniques

2v) Wait-time

Mary Budd Rowe (1974) has shown that most of teachers on the average wait about **1 second** for students to answer questions.

Rowe found that when teachers waited about **3 seconds or longer**, the quality of **students' responses improved.**

Evaluation of Questioning Technique

- **Questioning Techniques:**
- Framing of questions- Clear and coherent.
- Focused on an idea.
- Pausing
- Refocusing
- Redirecting
- Handling of incorrect responses
- Distribution of questions to the class

Evaluation : Bloom Taxonomy of cognitive domain

- Recall
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Skills of Micro teaching Techniques

- 3) Skills of Explanation:** To present the subject-matter in the simplified form before the students. It involves the ability of the teacher to describe logically ‘How’, ‘Why’ and ‘What’ of a concept, event.

Skills of Micro teaching Techniques

- **Components of Explanation skill:**

3i) Clear beginning statement. Before starting any explanation, the teacher make the students aware of what he is to teach on that day through a clear beginning statement.

Skills of Micro teaching Techniques

- 3ii) Fluency in Language.** The teacher uses fluent language that the students may listen and understand the thoughts of the teacher.
- 3iv) Connecting link.** This technique is used primarily to explain the links in statements with 'so', 'therefore', 'because', 'due to', 'as a result of', 'in order to'

Skills of Micro teaching Techniques

3v) Use of proper words- to explain an object or event.

Skills of Micro teaching Techniques

Precautions when using skills of explaining.

- a) It should be simple language.
- b) Irrelevant things should not be included.
- c) The thoughts included in it should be in a sequence.
- d) It should be according to the age, experience and mental level of the students.

Skills of Micro teaching Techniques

4. Skill of Stimulus Variation

- deliberate change in the behaviors the teacher in order to sustain the attention of the learners throughout the lesson.

Skills of Micro teaching Techniques

- Components of this skill are:

4i) Body movement:

Physical movements of the teacher in the class is to attract the attentions of the learners. Sudden body movement and suddenly stopping the same helps in gaining learner's attention at high level.

Skills of Micro teaching Techniques

- Body movement:
 - Teacher without these activities is like a stone idol.
 - Excessive body movement is undesirable.

Skills of Micro teaching Techniques

4ii) Gestures: It involves the movements of the head, hand, and facial gestures (laughing, raising eyebrows, emotions)

This technique helps teacher to be more expressive and dynamic when presenting in the class.

Skills of Micro teaching Techniques

4iii) Change in Voice: Teacher should bring fluctuations in his voice.

Speech at same pitch will make students feel bored and get deviated from the lesson.

Skills of Micro teaching Techniques

4iv) Focusing: It implies drawing attention of the students towards a particular point which the teacher wishes to emphasize.

Such technique involves verbal focusing, gestural focusing or verbal-gestural focusing.

Skills of Micro teaching Techniques

- 4v) Eye-contact and eye-movement:
Both eye contact and eye movement play an important role in conveying emotions and controlling interaction between teacher and student.

Skills in Micro teaching Techniques

- This technique implies that the teacher should maintain eye-contact with the students in order to sustain the attention of the latter.

Skills of Micro teaching Techniques

4vi) Pausing: refers to the short and deliberate silence used when delivering ideas, explaining, lecturing.

Deliberate use of short pauses help the teacher to attract and sustain the attention of his students.

Evaluation on aspects of stimulus variation

- Teacher movement
- Eye contact and movement
- Teacher voice
- Teacher-group interaction
- Teacher-student-teacher interaction
- Student-student interaction
- Student verbal and physical activities

Skills of Micro teaching Techniques

5) Skill of Black-board writing:

A good blackboard work brings clearness in perception and concepts being taught, and adds variety to the lesson.

Skills of Micro teaching Techniques

The components of the skill of blackboard writing are:

- i) Legibility
- ii) Size & alignment
- iii) Highlighting main points
- iv) Utilization of the space
- v) Blackboard summary

Skills of Micro teaching Techniques

- vi) Correctness
- vii) Position of the teacher
- viii) Contact with the students

Writing Skills

- i) **Legibility:** ensure that a clear distinction is made between every letter, adequate space is maintained between individual letters and words.
- ii) **Size and alignment:** Uniform and large enough to be read from the last row.

Writing Skills

iii) **Highlighting Main Points:**

Main points or words highlighted by color chalks or underlined.

iv) **Utilization of space:** Only write important words or statements on the board.

Writing Skill

v) **Blackboard Summary:**

- Develop blackboard summary at the end of the lesson.
- Need to be brief for students to recollect the whole lesson at a glance.

Writing Skills

vii) Contact with Pupils:

- maintaining eye contact.
- for controlling interactions
- maintaining disciplines
- sustaining attentions of the students

Skills of Micro teaching Techniques

6. Skills of reinforcement:

- Use simple expressions like excellent, well done, and giving praises.
- non verbal reinforcement like smile
- proximity (moving nearer to student)
- eye contact

Skills of Micro teaching Techniques

7. Skills of using Teaching and Learning Aids

Characteristics of a good teaching aids

- a. It should explain an abstract idea, show a relationship, or present information or procedures that cannot be clarified without it.

Skills of Micro teaching Techniques

- **Characteristics of good teaching aids**
 - * It should be large enough
 - * Lettering large enough. Avoid decoration.
 - * Important parts highlighted.
 - * Constructed of good materials
 - * It should be mounted to make it portable

Skills of Micro teaching Techniques

8. Skill of achieving closure:
 - Summing up the lecture in a proper and attractive way.

Steps of Micro-teaching

- Step 1 Particular skill to be practiced is explained to the teacher in terms of the purpose and components of the skill with suitable examples.
- Step 2 The teacher is to give the demonstration of the skill in Micro-teaching in simulated conditions to the other new teachers.

Steps of Micro-teaching

Step 3 The teacher plans a short lesson plan on the basis of the demonstrated skill for his/her practice.

Step 4 The teacher teaches the lesson to a small group of audiences. His lesson is supervised by the supervisor and peers.

Steps of Micro-teaching

Step 5 On the basis of the observation of a lesson, the supervisor gives feedback to the teacher. The supervisor reinforces the instances of effective use of the skill and draws attention of the teacher to the points where he could not perform well.

Steps of Micro-teaching

Step 6 In the light of the feed-back given by the supervisor, the teacher re-plans the lesson plan in order to use the skill in more effective manner in the second trial.

Step 7 The revised lesson is taught to another comparable group of audiences.

Steps of Micro-teaching

Step 8 The supervisor observes the re-teach lesson and gives re-feed back to the teacher with convincing reasons.

Step 9 The “teach-re-teach” cycle may be repeated several times till adequate mastery level is achieved.

Microteaching Cycle (Procedure)

Step-I : Micro Lesson Plan (2 hrs/a day)

Step-II : Teach 5 min

Step-III : Feedback Session 5 min

Step-IV : Re-plan 10 min

Step-V : Re-teach another
group 5 min

Step-VI : Re-feedback 5min

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Total 30 min. (Appr.)

Plan

- This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently.
- The topic is analyzed into different activities of the teacher and the audiences(students)

Plan

- The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.

Teach

- This involves the attempts of the teacher to use the components of the skill in suitable situations coming up in the process of teaching-learning as per his/her planning of activities.

Teach

- If the situation is different and not as visualized(in the planning of the activities, the teacher should modify his/her behavior according to the demand of the situation. He should have the courage and confidence to handle the situation arising in the class effectively.

Feedback

- This term refers to giving information to the teacher about his performance. It includes the points of strength as well as weakness relating to his/her performance.
- This helps the teacher to improve his performance in the desired direction.

Re-plan

- The teacher re-plans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching.

Re-teach

- This involves teaching to the same group of students if topic is changed or to a different group of students.

Re-feedback

- This is the most important component of Micro-teaching for behavior modification of the teacher.

Feedback in Micro teaching

- Feedback is the information given to the individual.
- The success of micro teaching depends on feedback.
- It is used in various forms like video-tape, films

Giving feedback

- When you are giving feedback, try to:

- Be specific rather than general.

For example: instead of saying “You were not clear in your explanations” tell the presenter where he was vague, describe to him why you have problems understanding him.

Giving feedback

- Instead of saying: “I thought you did an excellent job”, list the specific things that he did well.
- Choose one or two things for the person to concentrate.
- Begin and end with strengths of the presentation.

Receiving feedback

- Not to respond to each point, listen quietly.
- Be open to what you are hearing.
- Take notes, if possible.
- Ask for specific examples if you need to

Phases of Micro-teaching

1. Knowledge Acquisition Phase
(Pre-Active Phase)
2. Skill Acquisition Phase
(Inter-Active Phase)
3. Transfer Phase
(Post-Active Phase)

1. Knowledge Acquisition Phase (Pre-Active Phase)

- It includes the activities:
 - Provide knowledge about teaching skills.
 - Observe the demonstration of teaching skill.
 - Analyze and discuss the demonstration of the teaching skill.

2. Skill Acquisition Phase (Inter-Active Phase)

- It includes the activities :
 - Planning and preparation of micro lesson for a skill.
 - Practicing the skill.
 - Evaluating the practiced skill.
 - Re-plan, Re-teach and Re-feedback till achieving the desired level of skill.

3. Transfer Phase (Post-Active Phase)

- Giving opportunity to use the mastered skill in normal class room teaching.
- * Integrate the different skill practiced.

Advantages of Microteaching

- It emphasizes on sharpening and developing specific teaching skills and eliminating errors.
- It enables understanding of behaviors which is important in class-room teaching.
- It increases the confidence of the teacher.
- It is a vehicle of continuous training for both beginners or senior teachers.
- It provides expert supervision and constructive feedback.

Limitations

- It is skill oriented.
- Content not emphasized.

To consolidate

- Microteaching involves presentation of micro lesson.
- Audience.....small group of peers.
- Feedback given by peers who role play as students.
- Participants learn about the strengths and weakness in themselves as teachers.
- Plan strategies for improvement in performance.

Skills in Micro teaching Techniques

Why teaching profession is good?

TO TEACH IS TO LEARN

Skills in Micro teaching Techniques

**EVEN THE BEST TEACHER CAN
LEARN A GREAT DEAL FROM HIS OR
HER STUDENTS**

Thank you for your kind attention.

BEST WISHES TO ALL OF YOU



*Enjoy your
learning and
wish you
good luck*