

## Micro Teaching

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Micro teaching was developed in Stanford University of California, U.S.A. Three educationists: Keith Acheson, Rowant N. Bush and D.W. Allen started 'scaled-down teaching encounter' in controlled form in 1961. In their new method every student-teacher (Pupil-teacher) had to teach five to ten students, a small lesson. Other student-teachers played the role of students.

D.D. Tiwari was the first person to use the term 'Micro Teaching' in India. He used this method at Central Pedagogical Institute, Allahabad but the meaning of his micro teaching was different to that of today's micro teaching. Shah (1970), Chudasama, R.R. (1971) and Doshain, N.L. (1974) made great contributions in this field.

### Concept of Micro Teaching

Micro teaching aims at the development of teaching skills in the student teacher (Pupil teacher). In micro teaching the teaching (of one period) is divided into several small units. The student teacher is trained in all the small units in such a way that he becomes an expert in every unit. In micro teaching the pupil teacher gets feedback that brings a change and modification in his or her teaching behaviour. Micro teaching is a process of subjecting samples of human behaviour to 5R:

1. Video Tape Recording
2. Reviewing
3. Responding
4. Refining
5. Redoing.

Definitions

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

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

Characteristics of Micro Teaching

1. Micro teaching focusses on developing certain teaching skills and competences.
2. Micro teaching is an analytical approach to training.
3. It is relatively a novel innovation in teaching.
4. It is a highly individualized training device to

prepare skilled teachers.

5. The teacher gets sufficient feedback.

6. The feedback is quick

7. As mentioned earlier it is a scaled-down teaching :

(a) it reduces the size of the class as there are five to ten pupils only.

(b) micro teaching saves time as the duration of the period is only five to ten minutes.

(c) The size of the topic is very small.

(d) it reduces the ~~skill~~ size of skill as a single skill is dealt at a time.

### Teaching skills

According to M. L. Gage (1968)

"Teaching skills are specific instructional activities and procedures that a teacher may use in the classroom. These are related to the various stages of teaching or in the continuous flow of the teacher performance."

### Some common Teaching skills.

(1) Skills of introducing the lesson → It is the most important skill as success of other stages and skills depend on the skill of introducing the lesson. It is used in the very beginning of the ~~the~~ lesson.

(4)

The pupil teacher should remember the old proverb: "well begun is half done." An excellent beginning i.e., introduction to the lesson, paves the path for using the other skills. The skill includes the greeting the pupils, receiving the responded greetings, capturing the attention of the pupils and establishing the rapport with the pupils. It also involves connecting the introduction with the pupils' previous knowledge and experience. Questions, examples etc. are used as tools in this skill.

(2) Skill of Questioning (Probing Questions) → ~~sk~~ skill of questioning plays

an important role in micro teaching lesson. It is used in all the stages beginning with the introduction. A skilled teacher asks such questions that gets the desired answers. If in first attempt the teacher fails to get the desired answer, he may ask another question or he may change the form of question. This skill requires great patience, imagination and foresight on the part of the pupil teacher.

These are the different kinds of questions.

(1) Introductory or preliminary questions.

(2) Developing questions

(3) Recapitulatory questions

(4) Evaluating or testing questions.

(3) Skill of Explaining ÷ The purpose of explaining is to make the idea clear to the pupils. The teacher should explain in easy and clear language so that each and every pupil may understand. The explanation should be relevant

to the content. If necessary, the teacher may give one or two illustrations. Good explanation keeps the pupil's interest and develops their understanding.

(41) SKILL of stimulus variation - The skill aims at retention of the pupil's interest, small children of 8-10 years cannot keep their attention on one thing or stimulus for long time. The attention and interest can be retained by giving them new or another stimulus. This will help the teacher to retain the interest and attention of the pupils. The teacher may change his behaviour slightly. The variation in the teacher's behaviour may include the following -

- (1) Teacher's movement
- (2) Teacher's body language
- (3) Teacher's gesture
- (4) Change in speech
- (5) Change in posture.

(51) SKILL of illustration - The main purpose giving an illustration or an example, is to make an idea clear. It is not easy to give a suitable illustration at proper time. Illustration must be not be used just for the sake of illustration. Illustration are specially useful for making the abstract ideas clear. To give the appropriate illustration at the right place is a great art. The qualities of a good illustration are -

- (1) The illustration should be from day-to-day life.
- (2) It must be easy to understand by the pupils.
- (3) It should have the power to capture the pupils' attention.
- (4) It must be closely related to the lesson or idea contained in the ~~less~~ lesson.
- (5) It must be capable of making the idea clear to the pupils.