

College:.....

B.Ed. Batch

Semester III

Micro Teaching File

Roll No.- _____

Submitted by:

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 - Components
 - Micro Lesson Plan (Teach)
 - Observation Sheet (Teach)

- Micro Lesson Plan (Reteach)
- Observation Sheet (Reteach)

Skill-2--Introduction to the Skill

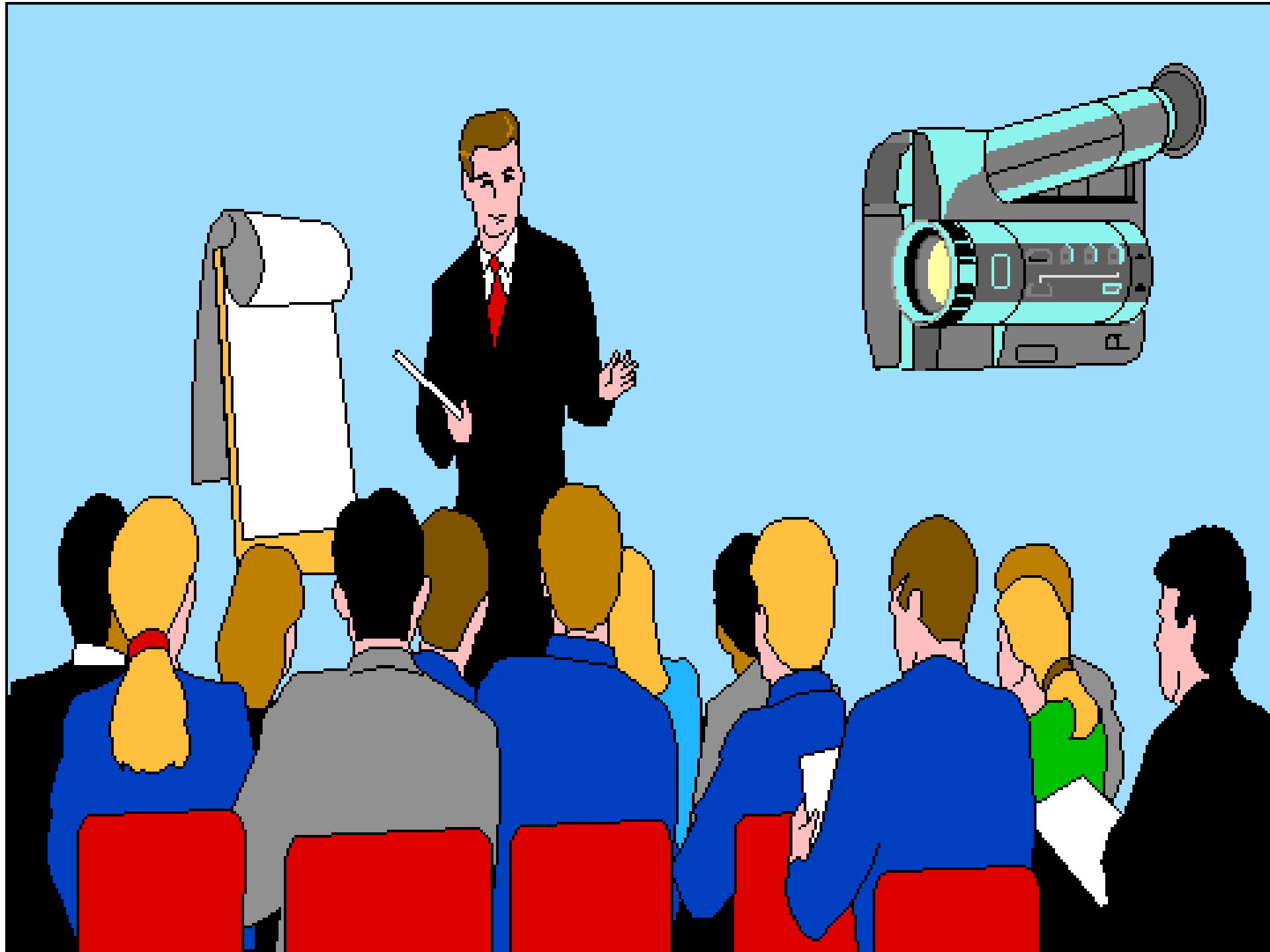
- Aims
- Components
- Micro Lesson Plan (Teach)
- Observation Sheet (Teach)
- Micro Lesson Plan (Reteach)
- Observation Sheet (Reteach)

Skill-3--Introduction to the Skill

- Aims
- Components
- Micro Lesson Plan (Teach)
- Observation Sheet (Teach)
- Micro Lesson Plan (Reteach)
- Observation Sheet (Reteach)
- **Conclusion**

History

- **1961- Keith Acheson** Discovered an article in a newspaper about a **German scientist**, who had invented a portable video tape recorder then called the **Mactronic**.
- **Acheson** was working with **Dr. Robert N. Bush** and **Dwight W. Allen** who had received grant from **Ford Foundation** to examine those experiences which might be relevant for **teaching interns** in an **innovative teacher education programme**.



- The concept of Micro teaching was originated in **Stanford University in 1963 by Dwight Allen.**
- 1964- **Acheson** saw possibility of using the **video tape** to provide **immediate feedback** to the intern on what occurred in the **demonstration lesson** and to **establish a common frame of reference between the intern and the supervisor.**
- **Acheson** and other **Stanford graduate students** began to explore several different uses of the portable videotape recorder and its potential.
- How it will modify and channel intern's behaviour towards designed objectives and for examining alternative approaches for student teaching experiences.

- **Harri Garrison (Doctoral candidate at Stanford University)** was concerned about the broader picture of teacher performance and the assessment of that performance.
- At the time of the early explorations with videotape recorders in simulated situations **Garrison** designing and validating what is now commonly referred to as the **Stanford Teacher Competence Appraisal Guide**.
- **1967- Kallenbach** randomly divided elementary intern teachers into one micro teaching and one student teaching group, to investigate the effectiveness of micro teaching, in **San Jose State University's Summer Elementary intern teaching programme**.

Introduction of Micro Teaching in India

- In India Micro Teaching is developed by D.D. Tiwari in 1967 at CPI(Centre for Promoting Innovation), Allahabad

Complexities or Defective Teaching Learning Process



Difficulties of Teaching

- *More Concepts*
- *Many skills have to be used*
- *Large class size or overcrowded class*
- *Long duration*
- *Real classroom problem*

Scaled Down

More
Concepts

One
concept

Long
Duration

Short
Duration

Scaled Down

More
students

Less

Many
Skills

One
Skill

- Microteaching is a teacher training technique where the complexities of the normal classroom teaching are reduced by:
- Practicing one teaching skill at a time
- Limiting the content to a single concept
- Reducing the class size to 5 to 7 and
- Reducing the duration of the lesson to 5 to 7 minutes.

Concept of MICROTEACHING

Microteaching is a **teacher training technique** which helps the **teacher trainee to master the teaching skills**. It requires the teacher trainee the following 4S

- to teach a **S**ingle concept of content
- using a **S**pecified teaching skill
- for a **S**hort time
- to a very **S**mall member of pupils

Concept of Micro Teaching

- Micro teaching is a **technique** used for the **development of skills in pupil teachers**.
- It is called as **Scaled down teaching** approach.
- **Miniaturized approach/ teaching**

Definition

- “Microteaching is a **scaled down** teaching encounter in **class size** and **time**.
- D.W.Allen(1966)
- "माइक्रोटेकिंग कक्षा के आकार और समय में एक स्केल डाउन शिक्षण है- डी डब्ल्यू एलन (1 9 66)

Definition

- The most important point in microteaching is that teaching is practiced in terms of **definable, observable, measurable and controllable teaching skills**. – B.K. Passi
- माइक्रोटेकिंग में सबसे महत्वपूर्ण बिंदु यह है कि शिक्षण निश्चित, देखने योग्य, मापनीय और नियंत्रित शिक्षण कौशल के संदर्भ में किया जाता है। - बी के पासी

- • “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 (1977)
- "माइक्रोटेकिंग एक स्केल डाउन शिक्षण है जिसमें एक शिक्षक 5 से 20 मिनट की छोटी अवधि के लिए पांच विद्यार्थियों के समूह में एक छोटी इकाई सिखाता है"- एल.सी. सिंह (1977)

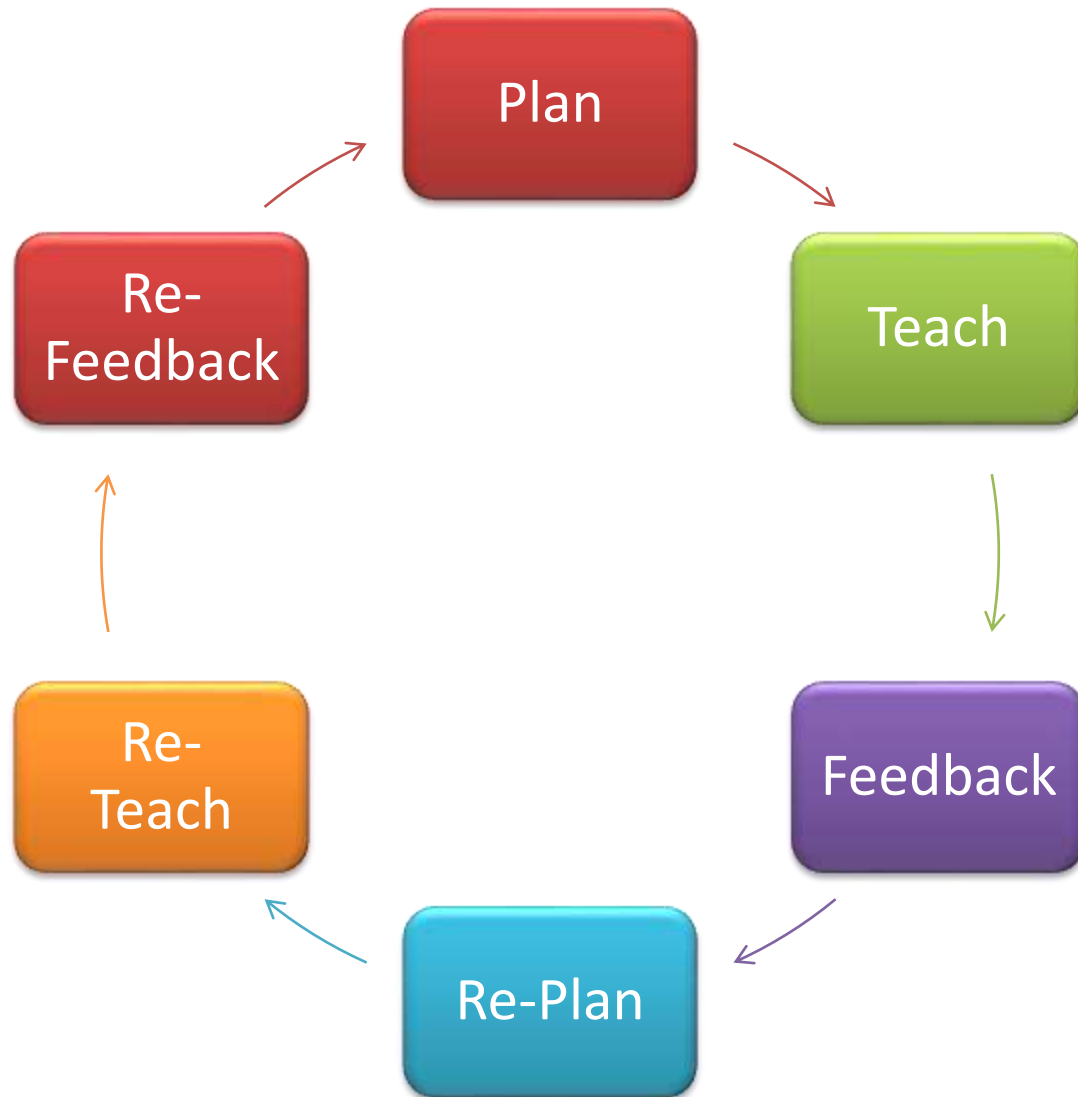
Characteristics of Microteaching

- Microteaching is a highly individualized training device
- Microteaching is an experiment in the field of teacher education which has been incorporated in the practice teaching schedule
- Microteaching is micro in the sense that it scale down the complexities of real teaching
- Practicing one skill at a time
- Reducing the class size to 5 – 10 pupil
- Reducing the duration of lesson to 5 – 10 minutes
- Limiting the content to a single concept
- Immediate feedback helps in improving, fixing and motivating learning
- The student are providing immediate feedback in terms of peer group feedback, tape recorded/CCTV

Objectives

- To enable teacher trainees to **learn new teaching skills** under controlled conditions
- To practically **apply all the teaching skills**
- To get **immediate feedback** from the supervisors
- To enable teacher trainees to **master many teaching skills**
- To enable teacher trainees to **gain confidence in teaching**

Micro Teaching Cycle



Process / Steps of Micro Teaching

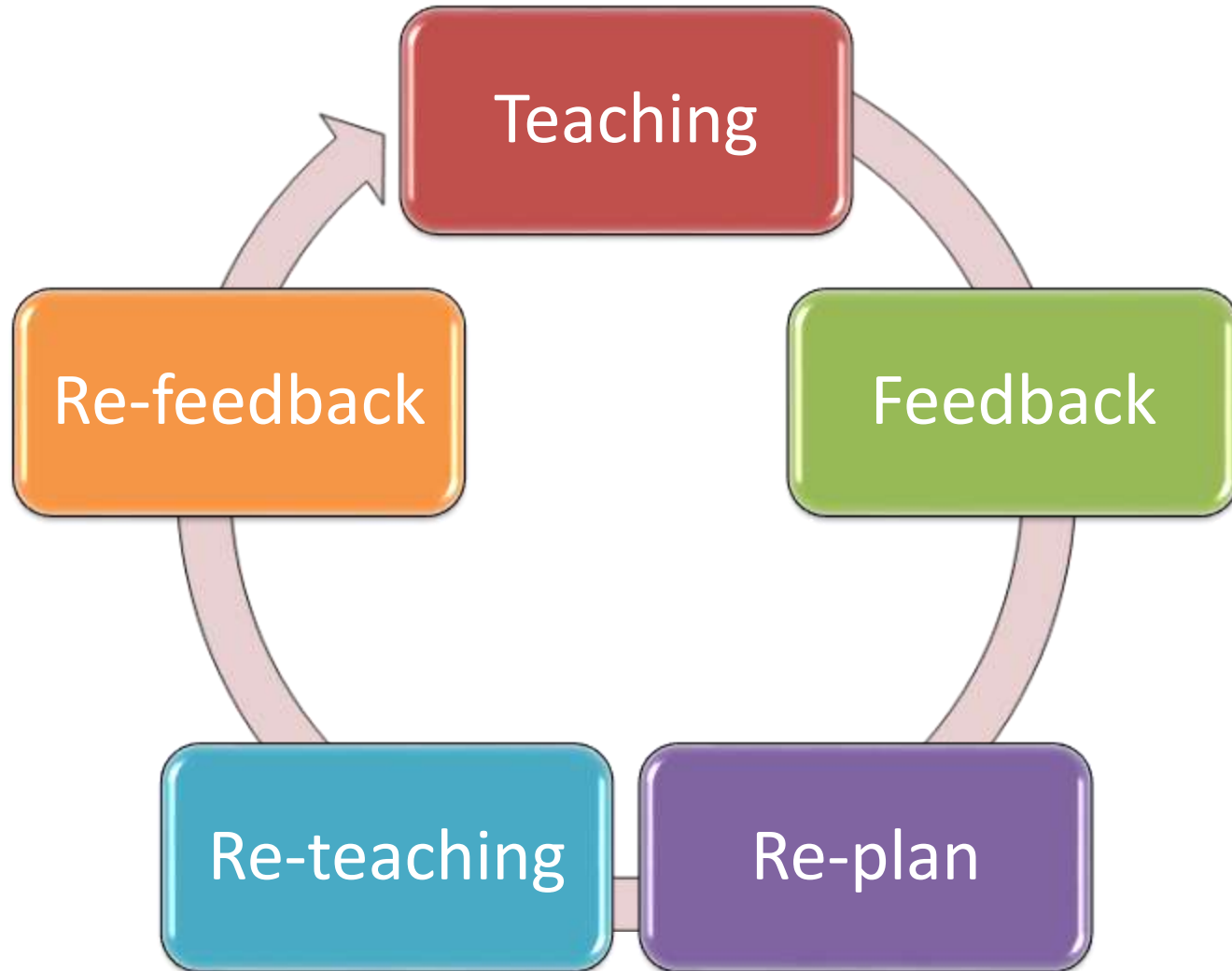
- **Step 1- Skill Defining**
- **Step 2- Demonstration by Experts**
- **Step 3- Preparation of Micro Lesson Plan**
- **Step 4- Teaching in small groups**
- **Step 5- Discussion /Feedback**
- **Step 6- Re-planning**
- **Step 7- Re- teaching in small groups**
- **Step 8- Re-evaluation / Re Discussion / Feedback**

American Model

Time Duration for the Micro Teaching

- Plan**
- Teach- 6 Minutes**
- Feedback- 6 Minutes**
- Re-Plan- 12 Minutes**
- Re-Teach- 6 Minutes**
- Re-Feedback-6 Minutes**
- Total Time-36 Minutes**

Indian Micro Teaching Cycle



Principles of Micro teaching

- One skill at one time
- Less Content
- Practice makes a man perfect
- Experiments
- Immediate feedback
- Self-evaluation opportunities
- Continuous efforts

Benefits or Advantages of Micro Teaching

- Confidence booster
- More learning and less damage
- Improves attitude
- Promotes systematic lesson planning
- Instant feedback
- Mastering skills
- Economical in terms of money and energy

Limitations or Disadvantages of Micro Teaching

- Hampers the creativity
- Time Consuming
- Less student less interest
- Not realistic and practical

Phases of Micro Teaching

Knowledge Acquisition Phase (Pre-Active Phase)

- Provide knowledge about teaching skills
- Observe the demonstration of teaching skill.
- Analyze and discuss the demonstration of the teaching skill.

Skill Acquisition Phase (Inter-active Phase)

- Planning and preparation of micro lesson for a skill
- Practicing the skill
- Evaluation of the practiced skill (Feedback)
- Re-plan, Re-Teach and Re-Feedback till the desired level of skill is achieved.

Transfer Phase (Post Active Phase)

- Integrate the different skill practised
- Giving opportunity to use the mastered skill in normal class room teaching

Teaching Skills as per Allen

- Stimulus Variation
- Set Induction
- Closure
- **Teacher's Silence** and non-verbal cues
- Reinforcing pupil participation
- Fluency in questioning
- Probing questioning
- Use of higher questions
- Divergent questions
- Recognizing and attending behaviour
- Illustrating and use of examples
- Lecturing
- Planned repetition
- Completeness of communication

Teaching Skills as per B.K. Passi

- Writing instructional objectives
- Introducing a lesson
- Fluency in questioning
- Probing questioning
- Explaining
- Illustrating with examples
- Stimulus variation
- Silence and non-verbal cues
- Reinforcement
- Increasing pupil participation
- Using blackboard
- Achieving closure
- Recognizing attending behaviour

Teaching Skills as per NCERT

- Writing instructional objectives
- Organizing the content
- Creating set for introducing the lesson
- Introducing a lesson
- Structuring a classroom questions
- Questions delivery and its distribution
- Response management
- Explaining
- Illustrating with examples
- Using teaching aids
- Stimulus variation
- Pacing of the lesson
- Promoting pupil participation
- Use of blackboard
- Achieving closure of the lesson
- Giving Assignments
- **Evaluating the pupil's progress**
- Diagnosing pupil learning difficulties and taking remedial measures
- Management of the class

Core Skills to Practice

- Skill of Introducing a lesson
- Skill of using Blackboard
- Skill of questioning
- Skill of reinforcement
- Skill of stimulus variation
- Skill of explaining
- Skill of probing questions
- Skill of illustrating with examples

Format of Micro Lesson Plan

S.No	Student-teacher's Activity	Pupils' Activity	Black Board Activity	Components

Difference Between

Class room Teaching

- Class consists of 40 to 60 students
- The teacher practices several skills at a time
- The duration is 40 to 45 minutes
- Immediate feed-back is not available.

Micro Teaching

- Class consists of a small group of 6 to 10 students
- The teacher takes up one skill at a time.
- Duration of time for teaching is 5 to 7 minutes
- There is immediate feedback.

Difference Between

Class room Teaching

- There is no control over situation
- Teaching becomes complex
- The role of the supervisor is vague (not clear)
- Pattern of classroom interaction cannot be studied

Micro Teaching

- Teaching is carried on under controlled situation
- Teaching is relatively simple
- The role of the supervisor to improve Teaching.
- Pattern of classroom interaction can be studied objectively

Q.1 Who developed Micro Teaching initially?

- A. W.H. Kilpatrick**
- B. Dwight W Allen**
- C. HC Morrison**
- D. Edmond Amidon**

Team Teaching

- Team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students of any age learn.