MICROTEACHING
The best approach to understanding the nature of teaching is establishing a harmonious relationship between teacher, student and subject.

Teaching is the activity of facilitating learning.

Effectiveness in teaching does not relate to teacher’s age, sex, and teaching experience.
DEFECTIVE TEACHING
LEARNING PROCESS
What is learning & how learning happens?

• Learning – Knowledge acquired by study.
• Learning happens and knowledge is generated.

There is a famous saying:
I hear… I forget;
I see … I remember;
I do … I understand.
We remember ..

- 20% of what we hear;
- 30% of what we see;
- 50% of what we see and hear;
- 90% of what we see, hear & do.
HOW LEARNING HAPPENS?

- Hear: 20%
- See: 30%
- Hear & See: 50%
- Hear, See & Do: 90%

Total: 100%
A shift from:
1. Knowledge transmitter, primary source of information, content expert, and source of all answers.
2. Teacher controls and directs all aspects of learning

A shift to:
1. Learning facilitator, collaborator, coach, mentor, knowledge navigator, and co-learner.
2. Teacher gives students more options and responsibilities for their own learning
CHANGES IN STUDENT ROLE

A shift from:
1. Passive recipient of information.
2. Reproducing knowledge.
3. Learning as a solitary activity

A shift to:
1. Active participant in the learning process.
2. Producing and sharing knowledge, participating at times as expert.
3. Learning collaboratively with others
Dr. Allen and his group evolved Microteaching in 1963 in America.
WHAT IS MICROTEACHING?

• Teaching of a small unit of content to the small group of students (6-10 number) in a small amount of time (5-10 min.)

• To train inexperienced student-teachers for acquiring teaching skills.

• To improve the skills of experienced teachers.
MICROTEACHING CYCLE

Step- I : Micro Lesson Plan (may take 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 5 Min.

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Total 30 Min. (Appr.)
Characteristics of Microteaching

1) Duration of teaching as well as number of students are less.
2) Content is divided into smaller units.
3) Only one teaching skill is considered at a time.
4) Provision of immediate feedback.
5) In micro teaching cycle, there is facility of re-planning, re-teaching and re-evaluation.
6) It puts the teacher under the microscope.
7) All the faults of the teacher are observed.
8) The problem of discipline can also be controlled.
COMPARISON BETWEEN MICRO TEACHING AND TRADITIONAL TEACHING

Traditional Teaching

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

Micro teaching

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

5. There is no control over situation.

6. The role of the supervisor is vague (not clear).

7. Pattern of classroom interaction cannot be studied.

Micro teaching

5. Teaching is carried on under controlled situation.

6. The role of the supervisor is specific and well defined to improve teaching.

7. Pattern of classroom interaction can be studied objectively.
SKILLS OF MICRO TEACHING TECHNIQUES

1. Introduction Skill
2. Skill of Probing Questions
3. Skill of Explanation
4. Skill of Stimulus Variation
5. Skill of Black-board Writing
6. Skill of Achieving Closure
1. **Introduction Skill:**

- Establishing rapports with the learners
- Linking with past experiences
- Link between introduction and main parts
- Use of appropriate devices/techniques like questioning, examples, etc.
2. SKILL OF PROBING QUESTION:

- Probing questions are those which help the pupils to think in depth about the various aspects of the problem.
- By asking such questions again, the teacher makes the pupils more thoughtful.
- Enable the pupils to understand the subject deeply.
3. SKILL OF EXPLANATION

It involves the ability of a teacher to describe logically ‘How’, ‘Why’ and ‘What’ of concept

Precautions for skill of Explaining:

a) in simple language.
b) should not be given the shape of an advice.
c) should be in a sequence.
d) should be according to the age, experience and mental level of the pupils
4. Skill of Stimulus Variation

- Teacher movement
- Teacher gestures
- Change in voice
- Focusing
- Change in the interaction pattern
- Pausing
- Student’s physical participation
5. SKILL OF BLACK-BOARD WRITING

Components of the skill of blackboard writing are:

i. Legibility
ii. Size and alignment
iii. Highlighting main points
iv. Utilization of the space
v. Blackboard summary
vi. Correctness
vii. Position of the teacher and
viii. Contact with the pupils.
University in the High School program offers qualified high school juniors and seniors an opportunity to:

- get a head start on college
- earn college credit for approved courses while still in high school
- earn college credit at a fraction of the usual cost
BLACKBOARD WRITING SKILL

I promise to do my homework!
I promise to do my homework!
I promise to do my homework!
I promise to do my homework!
I promise to do my homework!
I was really stuck for ideas for my new formula but I had a mental block then I saw the generator blog and it came to me....

\[ m = Ec^2 \]

Thanks generator.kitt.net

I love you.. x
Blackboard Writing Skill

Ann is tall.
Is Ann tall?
Ann is tall!
Sit down.
6. Skill of Achieving Closure

- Questions and statements by the teacher related to the consolidation of the major points covered during the lesson.

- Opportunities provided by the teacher to the pupils for linking the present knowledge with the past knowledge.

- Opportunities provided by the teacher to the pupils for applying the knowledge gained during the lesson to the new situations.
FEEDBACK IN MICRO TEACHING

• Helpful information or criticism that is given to someone to say what can be done to improve a performance, product etc.
• The success of micro teaching depends on feedback.
• It is used in various forms in case of micro teaching by the supervisor, video-tape, films, T.V., which are various sources of feedback.
ADVANTAGES OF MICROTEACHING

1. It focuses on sharpening and developing specific teaching skills and eliminating errors.
2. It enables understanding of behaviours important in class-room teaching.
3. It increases the confidence of the learner teacher.
4. It is a vehicle of continuous training for both beginners and for senior teachers.
5. It provides experts supervision and constructive feedback.
SUMMARY

• Microteaching involves presentation of micro lesson
• Audience….small group of peers.
• Feedback given by peers role playing as students
• Participants learn about strengths & weakness in themselves as teachers
• Plan strategies for improvement in performance
WHY TEACHING PROFESSION IS GOOD?

TO TEACH IS TO LEARN

I WILL ALWAYS BE A STUDENT OF TEACHING!
REMEMBER!!!

- Even the best teacher can learn a great deal from his or her students
THE SECRET TO EDUCATION IS...

RESPECT THE PUPIL
NEED OF THE HOUR

Working Together, We Can achieve our goal and expected qualities in higher education
PRESENT TEACHER  

EXPECTED TEACHER
THANKS