

Components of Micro - Teaching

Objectives: At the end of this lesson you shall be able to

- **define micro teaching**
- **list the components of micro teaching**
- **brief each components of micro teaching.**

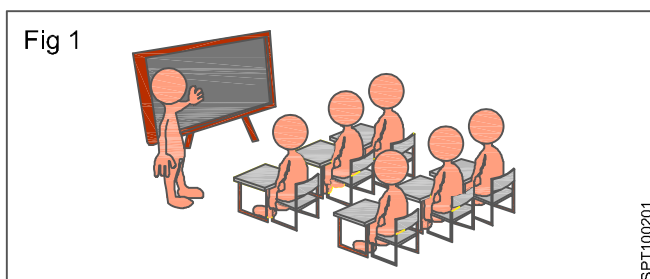
Introduction

Micro-teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from pupils and/or students about what has worked and what improvements can be made to their teaching technique.

Micro-teaching was invented in the mid-1960s at Stanford University by Dr. Dwight W. Allen, and has subsequently been used to develop educators in all forms of education. In micro teaching session, teaching will be done for small number of learners for short duration of time usually less than 20 minutes. It may be recorded on video.

Definition

Microteaching is defined in many ways, However Mr. B.K. Passi defines micro teaching as a training technique which requires student and teachers to teach a single concept using specified teaching skill to a small number of pupils in a short duration of time.



Teaching skill

The major premise underlying the technique is that the complex teaching act can be analyzed into simple limited and well defined components called teaching skills, there skill can be taught understood, practiced evaluated predicated.

A large number of skills have been identified abroad and India.

Turney, et.al. (1976) provide a most exhaustive list of teaching skills which includes both the general teaching skills and specific skills useful for teaching of a particular subject. The number of skills given by them exceeds eighty.

The Organisation of Microteaching Programme at Standard University: The Standard Microteaching clinic was designed to provide training and practice in basic instructional skill for 150 preservice teacher-trainees. The elements and components of the programme were arranged in the following manner at Stanford University.

- Presentation of theory
- Modeling
- Planning
- Performance
- Perception and Feedback
- Integration of teaching skill

Presentation of theory

Presentation of theory of micro lesson was done mainly through lecture and discussion method. The teacher-trainees where given sufficient of opportunities to get purposes and uses of the skills in the class-room.

Modeling

The modeling was organized by presenting live demonstration. There was a discussion on model after the trainees received a live or tape demonstration, lessons through out the week.

Planning

Planning was done by teacher-trainees himself/herself mainly as a home assignment. Re-planning was done after 10 minutes, critique. Session nearly 15 minutes were provided for re-planning.

Performance

- i The micro lesson was conducted for five minutes.
- ii School pupils were invited for participation. Hence, it was use of real condition. There lessons were videotaped.

Perception and Feedback

During feedback session normally the supervisor tried to get the trainee to estimate his success with respect to the particular skill being worked on. Then they moved on to the students and supervisors rating reports, which dealt with aspects of the skill to be learned. Feedback was by supervisors along with videotape, simple rating forms were also used, rating was done by student teachers and supervisors.

Integration of teaching skill

The lesson for integration of teaching skills were named as micro lessons. Usually the skills selected for the micro class were the skills appropriate for longer lessons and along with these skills the trainees were also expected to demonstrate the earlier acquired teaching skills. The 20 minutes lesson was followed by thirty minutes of group critique session. The experience of micro lessons helped the trainee to use the various skills in an integrated fashion. The organisation of the various components of microteaching programme at Stanford University are discussed so far. However later on these components were greatly modified in different Universities all over the world. These modifications were done for the purpose of feasibility or on the basis of experience and research.

The components of Micro Teaching are given in Table 1

Table 1

Sl. No.	Components	Dimension
1	Presentation of Theory	1 Lecture 2 Discussion 3 Written self Instructional material 4 Multimedia package
2	Modeling	1 Perceptual Model like- a Live demonstration b Video recorded c Audio recorded d Film 2 Symbolic model i.e. written model
3	Planning	1 Self-planning 2 Planning under guidance 3 Different formats used
4	Performance	1 Conditions a Real b Simulated 2 Number of pupils 3 Time variations
5	Perception and feed back	1 Use of video-audio type 2 Use of rating system, counting system 3 by peer, by supervisors 4 Immediate; delayed feedback
6	Integration of Teaching skills	1 Number of skills 2 Strategies of integration

Model Questions

Theory 10.2

- 6 In which year Micro Teaching was invented?
 - A End of 1958
 - B Mid of 1959
 - C Mid of 1960
 - D End of 1960
- 7 In the instructional objectives in which tense objectives are written?
 - A Presentence
 - B Pastence
 - C Futuretence
 - D Past presentence
- 8 Under which skill the maintenance of accuracy falls?
 - A Skill of Introducing lesson
 - B Skill of Probing Questions
 - C Skill of Explaining
 - D Skill of reinforcement
- 9 Which skill keeping the pupil eye span?
 - A Integration of teaching skill
 - B Skill of stimulus variation
 - C Skill of reinforcement
 - D Skill of classroom management
- 10 Which one is the component of skill of stimulus variation?
 - A Skill of Explaining
 - B Keeping pupils in eye span
 - C Prompting techniques
 - D Change in interaction style