MICRO TEACHING
HISTORICAL BACKGROUND

• DWIGHT ALLEN (1963) --- STANFORD UNIVERSITY

• INITIALLY FOR SECONDARY SCHOOL TEACHERS

• EXPERIMENTS CONDUCTED — U.S.A, UK, NETHERLANDS

• IN INDIA — D.D. TIWARI — GOVT. CENTRAL PEDAGOGICAL INSTITUTE, ALLAHABAD

• MAJOR BREAKTHROUGH
  TTI CHENNAI, TTI CHANDIGARH

• BAQIR MEHDI, SHAH, B.K. PASSI & OTHERS — 1974
CONCEPT

ALLEN

“SCALED DOWN TEACHING ENCOUNTION IN CLASS SIZE, CLASS TIME & CONTENT”
FEATURES OF THIS DEFINITION

1. RELATIVELY NEW CONCEPT

2. MICRO TEACHING IS TEACHER TRAINING TECHNIQUE & NOT TEACHING TECHNIQUE.

- Technique or design used for the training of teachers (or help them to learn the art of teaching).
- Not a method.
3. MICRO OR MINIATURISED TEACHING

➤ Practicing one skill at a time.

➤ Reducing the class size to 5-10 pupils.

➤ Reducing duration of the lesson to 5-10 minutes.

➤ Limiting the content to a single concept.
4. PROVIDES ADEQUATE FEEDBACK

Immediate feedback to the student teacher in terms of

- Use of component teaching behaviour
- Wherever possible, help may be taken from the mechanical gadgets like videotape, audio tape, and closed circuit television.
5. ENSURES MASTERY OVER THE SKILL

➢ Attains mastery over the skill under practice by planning, teaching, feedback, re-planning, re-teaching and re-feedback operations.

6. HIGHLY INDIVIDUALISED
“Micro-teaching may be defined appropriately as a technique or a device of imparting training to the inexperienced or experienced teachers for learning the art of teaching by practising specific skill through a “scaled down teaching encounter”, i.e. reducing the complexities of real normal teaching in terms of size of the class, time and content”.
PHASES OF MICRO-TEACHING
A. KNOWLEDGE ACQUISITION PHASE:

1. ORIENTATION

- Concept of micro-teaching;
- Significance of using micro-teaching;
- Procedure for micro-teaching;
- Requirements and setting for adopting micro-teaching technique.
2. DISCUSSION OF TEACHING SKILLS.

- Analysis of teaching into component teaching skills.
- Discussion and role of teaching skills in teaching process.
- Discussion about the component teaching behaviour comprising various teaching skills.
B. SKILL ACQUISITION PHASE:

1. SELECTION OF A PARTICULAR SKILL

- One at a time.
- Provision of necessary knowledge and processing material.
- Consultation of teacher training institutions.
- Provision of necessary background for the observation of a model or demonstration lesson on the selected teaching skill.
2. PRESENTATION OF MODEL DEMONSTRATION LESSON

- Providing written material such as handbook, guides, illustrations, etc.
- Exhibiting a film or videotape.
- Making the trainees listen to an audiotape.
- Arranging a demonstration from a live model, i.e. a teacher educator or an expert demonstrating the use of the skill.
3. OBSERVATION OF MODEL LESSON AND CRITICISM

- Needs observed lesson through a modelling source here is carefully analysed by the trainee.
- To note down the observations.
- Specially designed observation schedule for the observation of the specific skill.
4. PREPARATION OF MICRO LESSON

- Student teachers are required to prepare micro-teaching plans by selecting proper concept for the practice of skill.
- Help may be taken from the teacher educators and the sample lessons available in teacher training institutions.
5. CREATION OF MICRO-TEACHING SETTING

- Number of pupils: 5–10
- Types of pupils: Real pupils or preferably peers.
- Types of supervisor: Teacher educators and peers.
- Time duration of a micro lesson: 6 minutes.
TRANSFER PHASE:

OPPORTUNITY TO USE THE SKILLS IN NORMAL CLASS.
MICROTEACHING CYCLE

- PLANNING THE LESSON
- TEACHING THE LESSON
- DISCUSSION/FEEDBACK
- REPLANNING
- RETEACHING
- REDISCUSSION
REQUIREMENTS

- OBSERVATION SCHEDULE

- TAPE-RECORER,

- CC-TV ETC