

Assignment of Science  
Topic - Microteaching

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# Microteaching

## Introduction

Microteaching is a new technique or design for teacher training which provides trainings with information about their performance immediately after completion of their lessons.

Microteaching is a scaled down teaching in which a teacher teaches a small unit to a group of 5-10 pupils for a small period of 5-10 min.

## Definitions of Microteaching

Acc. to Allen & Ryan, "Microteaching is a scaled down Teaching encounter class size & class time".

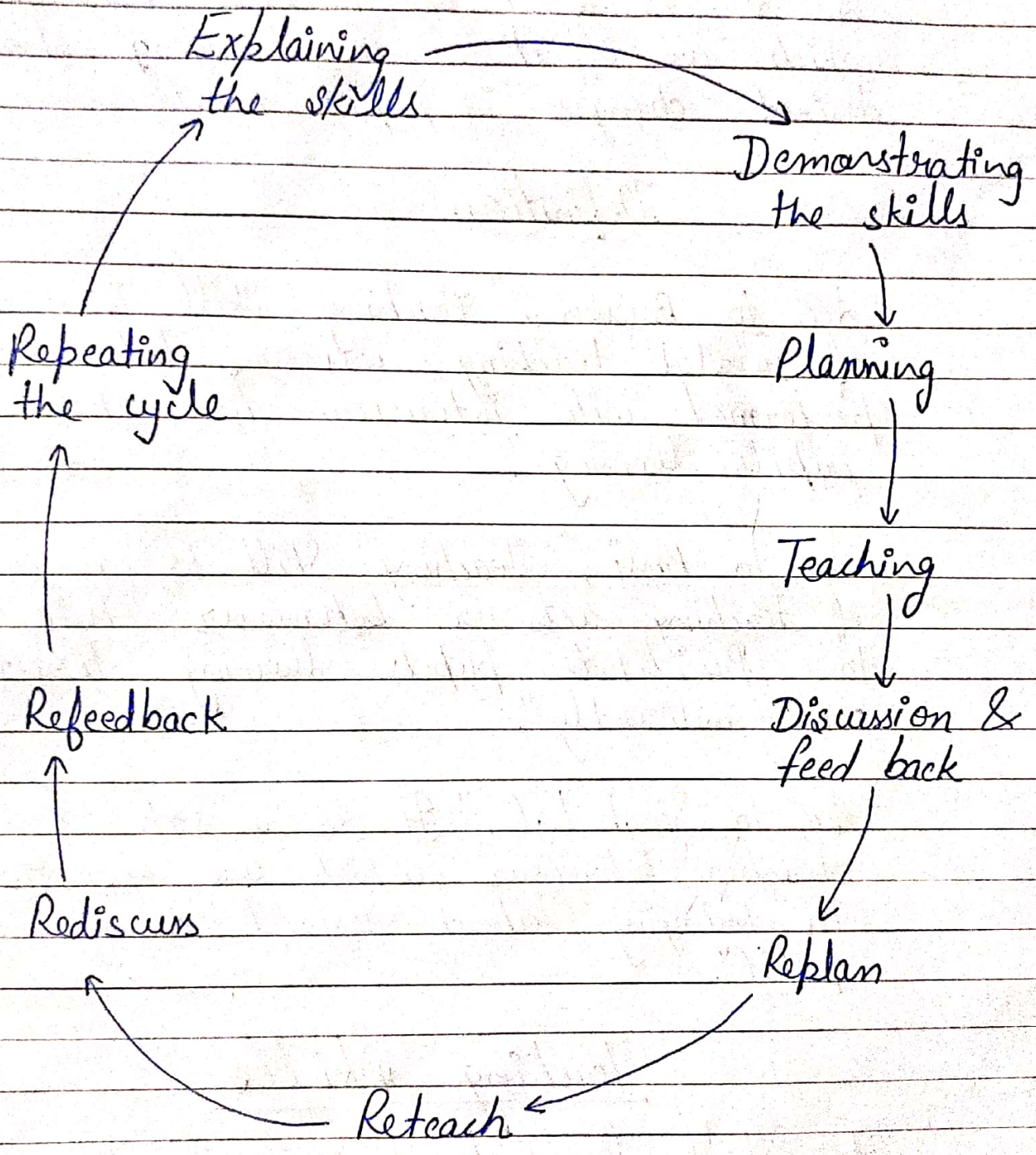
Acc. to Passi & Kalita, "Microteaching is a training technique which requires, student, teaches to teach a single concept using specified teaching skill to a small no. of pupils in a short duration of time".

Acc. to Cliff & others, "Microteaching is a teaching procedure which reduces the teaching situation to simpler & more controlled encounter achieved by limiting the practice teaching skill of a small no. of pupils in a short duration of time."

## Features of Microteaching

- It is a skill based teaching training techniques.
- It is a Scaled Down Teaching.
- It reduces the size of the class to 5-10 pupils.
- It reduces the duration of period to 5-10 min.
- It reduces the size of the lessons.
- It is used to prepare effective teachers.
- There is a provision of adequate feedback in microteaching.
- It is a training device to prepare effective teachers.
- It is highly individualised training device to suit to the individual differences of the trainees.
- Its purpose is to provide a practice setting for teaching.

# Microteaching Cycle



## Teaching Skills & Microteaching

A T.S. is a set of teacher behaviours which are effective in bringing about desired changes in pupil teachers.

### Definition

Acc to Brown, "Teaching Skill is a set of related teaching acts or behaviour performed with intension to facilitate pupils learning".

Acc to Passi, "Teaching Skill is a group of teaching acts or behaviour intended to facilitate pupils learning directly or indirectly".

Acc to Singh L.C, "It is a set of teacher behaviour which are effective in bringing about desired changes in pupil".

### Teaching Skills

1. Skill of Introducing the lesson
2. Skill of Questioning

3. Skill of illustrating
4. Skill of explaining
5. Skill of using black-board.
6. Skill of Stimulus variation.
7. Skill of reinforcement.

## 1. Skill of Introducing lesson

It is always wise to start the lesson with something the pupils already know in a general way or with something they are interested in. The lesson may be introduced in problematic manner so that the students feel that they are going to learn something really worth learning & useful.

The skill of introducing a lesson involves the use of verbal & non-verbal behaviour, previous knowledge of pupils, using appropriate devices, teaching aids etc. The components of this skill are as under:-

### I. Utilisation of previous experiences →

Life is a continuous experience. Every activity of the child, whether physical or mental

or emotional, gives him some experience.

Introduction of a lesson should be based on the previous learning as well as direct indirect experiences of the pupils.

This step may involve:

- (i) Testing of previous knowledge
- (ii) Arousing curiosity by the novelty of experimentation or activity.
- (iii) Story telling
- (iv) Use of charts, pictures & models.
- (v) Skilful discussion.

## 2. Use of appropriate devices:

The teacher should use appropriate devices for introducing a lesson. These devices appeal to the various senses of the pupils and hence motivate them.

These devices can be

- (i) use of examples, analogies, similarities
- (ii) Questioning
- (iii) Role playing
- (iv) Experimentation
- (v) Lecturing, describing
- (vi) Audio-visual aids.
- (vii) Story telling
- (viii) Visits or excursions.

### 3. Maintenance of continuity :

Continuity means the logical sequence of idea or information. Proper introduction of a new lesson requires the continuity in the sequence of ideas or information. The activity done at a particular moment should be properly related to the preceding activity or statement for the maintenance of continuity.

### 4. Relevancy of verbal or non-verbal behaviour.

Verbal behaviour includes the use of relevant ideas or words to introduce the lesson. Under this category, we have verbal example, comparisons, contrasts, similes, word pictures etc.

Non-verbal behaviour acts directly through the senses and is especially useful for small children because they learn best at the perceptual level. Under this category, we have actual objects, specimens, models, pictures, charts, maps, graphs, black-board sketches, drawing etc.



# Observation Schedule cum Rating Scale

Name .....	Date .....
Roll No .....	Class .....
Subject .....	Duration .....
Topic .....	Session .....
Supervisor .....	

Instructions: The observation schedule - cum rating scale comprises three columns. The first column indicates the tallies against different components. The second column specifies the components of the skill. The third column contains rating from 1 to 6 against each component.

The point of the scale indicates

- |                  |             |
|------------------|-------------|
| 0 Extremely poor | 4 Good      |
| 1 Very poor      |             |
| 2 Poor           | 5 Very good |
| 3 Average        | 6 Excellent |

Tallies	Components	Rating
	1. Utilization of previous experiences	0 1 2 3 4 5 6
	2. Use of appropriate devices	0 1 2 3 4 5 6
	3. Maintenance of continuity	0 1 2 3 4 5 6
	4. Relevancy of verbal & non-verbal behaviour	0 1 2 3 4 5 6

Comments, if any

Sig. of the Supervisor

## 2. Skill of Questioning

Questioning is known as a very important teaching skill. It plays an important role in learning, teaching & testing. It is rightly said that the success & efficiency of teaching depends more on the skill with which the questions are put than on other single circumstance, as the teacher who never questions, never teaches.

Acc to Thwing, "Teaching means skillful questioning to force the mind to see, to arrange and to act".  
Acc to Parker, "Questioning is the key to all educative activities".

### Types of questions

- (a) Introductory questions
- (b) Developing questions
- (c) Recapitulatory questions

### Purposes of questions.

- (i) To promote initiative & originality among the pupils.
- (ii) To stimulate interest in the subject matter.
- (iii) To stimulate thinking & imagination of pupils.
- (iv) To diagnose their weaknesses & provide remedial teaching.
- (v) To further insights & appreciations.

### Components

- (i) Prompting: Prompting plays a very

prominent & effective role in the skill of probing questions. This technique is used to probe or going deep into the initial response of the pupils.

(ii) Seeking further information: This component is used when the answer of the pupils is either incomplete or partially correct. It is used in the questions where more information is required, asking 'how' 'why' & 'what' of correct or incorrect part of the partially correct answer -

(iii) Refocusing: This component is used when a correct response is given by the respondent. Here the teacher tries to re-focus & the response of the students by providing him more than one situations & asking him to find out the similarities or dissimilarity among the situations.

(iv) Redirection: This component is used in putting the same questions to many pupils for getting desired response.

- (v) Increasing critical awareness: When there is completely correct response situation in the classroom, then this component is applied for the purpose of increasing pupil's critical awareness. The questions which seek 'how' & 'why' of a completely correct response are generally asked by the teacher.

Points to be kept in mind while asking questions:

- (a) cover all the portions read by the students
- (b) really test the comprehension of the subject
- (c) do not require lengthy answers and
- (d) are not ambiguous in nature.

Rating Scale

Tallies	Components	Rating
	1. Prompting	0 1 2 3 4 5 6
	2. Seeking further information	0 1 2 3 4 5 6
	3. Refocusing	0 1 2 3 4 5 6
	4. Redirection	0 1 2 3 4 5 6
	5. Increasing critical awareness	0 1 2 3 4 5 6

Comments, if any

Sig. of the Supervisor

### 3. Skill of illustrating with examples

Some times it becomes difficult for the teacher to explain an abstract idea, concept or principle despite the explanation lecturing or description on his part. At that time, the skill of illustrating with examples helps the teacher a lot.

To illustrate some thing means to throw light on it. ✓

This skill includes:

- (i) verbal illustrations.
- (ii) Non-verbal or concrete or visual illustrations.

### Components of the Skill.

1. Formulating relevant examples:

The examples used by the teacher should be relevant to the topic. An example which is relevant to the idea, concept, principle, statement, rule etc. is said to be a relevant example.

2. Formulating simple example:

In good teaching, simple things should come first and complex afterwards.

So teacher should always start with easy or simple example.

3. Formulating interesting examples:

Teacher should formulate interesting examples to make the subject -

matter interesting. One can force the child to sit in the class room but one cannot force him to learn, just as we can take a horse to a pond of water but we cannot make it drink.

4. Using appropriate media for examples:  
Broadly verbal & non-verbal media are used to convey the examples to the pupils:

Verbal media includes story telling, Analogies & comparisons.

Non-verbal media includes specimens, charts, pictures, portraits, chalk board, models etc.

5. Making use of inductive - deductive approach:  
In inductive approach we proceed from concrete to abstract, from a specific example to a universal law.

In deductive approach, we proceed from abstract to concrete, from general to particular.

For the effective teaching, both inductive & deductive techniques should be employed.



## Rating Scale

Tallies	Components	Rating
	1. Formulating relevant examples	0 1 2 3 4 5 6
	2. Formulating simple examples	0 1 2 3 4 5 6
	3. Formulating interesting examples	0 1 2 3 4 5 6
	4. Using appropriate media for examples	0 1 2 3 4 5 6
	5. Making use of inductive deductive approach.	0 1 2 3 4 5 6

Comments, if any ----

Sig. of the Supervisor

## References :-

- Kohli, V.K., Shri Krishna Publications, Ambala (an T.T.)
- Wikipedia.