

# Concept of Micro-Teaching and the Role of Supervisor in Micro-Teaching

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## Abstract

Micro-teaching is a modern idea in the area of teacher education to assist in the training of pre-service and in-service teachers. Many scholars have conducted researches on micro-teaching and it has been proved that micro-teaching plays a very important role in modifying the behaviour of the teacher trainee in the classroom. It's such a modern and recent technique in the course of instructional learning and means which makes the program for teacher education more scientific and meaningful. In this recent innovation of teacher training programme student teacher can be mastered over all the teaching skills scientifically and systematically in an individual manner. Here the author attempts to discuss the concept of micro-teaching, the origin of micro-teaching in India in brief and the role of the supervisor in micro-teaching.

**Keywords:** Micro-teaching, Teacher education, student-teacher, and supervisor.

## Introduction

Micro-teaching is that kind of teaching which is used for the modification of teaching behaviour of the student teachers. There are several acts and activities a teacher performs in front of the pupils or students for the fulfilment of goals of the teaching-learning process is called as teaching behaviour. There are certain training techniques which are used to modify the teaching behaviour of a teacher. Various teaching behaviour practices are there namely simulated teaching, interaction analysis and micro-teaching etc. Micro-teaching is one of the most effective behavioural teaching techniques. Dwight W. Allen, Robert Bush, and Kim Romeney have used micro-teaching worldwide at Stanford University in the late 1950s. This technique of modifying Teaching behaviour was first used in the field of teacher education in 1963 at Stanford University.

## Origin of Micro-teaching in India

In India, micro-teaching is taught in various courses of teaching-learning programme Like B.A. Education, M.A. Education, B.ed, M.ed and other professional courses of teaching but the practical use of this technique is rarely found. Very few teacher training institutions use

this technique for mastering the teaching skills. At the Government Central Pedagogical Institute at Allahabad, micro-teaching was first used by D.d Tiwary (1967). N.I Sosajh wrote the first book regarding micro-teaching and the title of the book is Modification of Teacher Behaviour through Micro-Teaching (1977). Allen and Ryen used the word "Micro-teaching" first. This term was coined for the first time by A.w Dwight Allen at Stanford University (1963).

G.b Shah attempted this method at the Faculty of Education and Psychology with the aid of tape recorders(1970), Names of other individuals who used this technique at that time can also be included, such as R.R Chandasama, L.P sing, N.s sarkar, and N. Pangotra. The Technical Teacher Training institute, Chandigarh contributed a lot popularising the micro-teaching as a teaching device under the guidance of dr. N.L Dosajh in 1974. The Technical Teacher's Training Institute Calcutta should also be mentioned here, this institution started this technique with the help of audiotape.

### **Meaning of Micro-Teaching**

Micro-Teaching is a form of a teacher training method that enables a teacher to practise a specific skill under controlled conditions within a limited time over a small group of students.

One of the most significant practices of the teacher training programme is micro-teaching to develop the teaching skills among the student teachers which consists students between 5-10 where the time is limited and its main focus is to develop one specific skill at a time.

### **Definitions of Micro-teaching**

There are various definitions of micro-teaching given by different experts which are as follows:

**Passi (1976)** has rightly defined that "Micro-Teaching is a training technique which requires student teachers to teach a single concept using specified teaching skill a small number of pupils in a short duration of time".

**Allen and Eve, (1968)** define Micro-Teaching as a "system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practice under controlled conditions".

**R.N Bush (1968)** said that "A teacher education technique which allows teachers to apply clearly defined teaching skills to a carefully prepared lesson in a planned series of five to ten minutes encounters with a small group of real students, often with an opportunity to observe the results on videotape".

**L.C Sing (1977)** "Micro-Teaching 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 five to twenty minutes.

Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills refine old ones.”

**Turney et al (1976)** defined Micro-Teaching “as teaching in miniature where it is scaled down in terms of class, size, time and task. The focus is on a specific skill.”

**Jangira (1980)** has defined micro-teaching as “a training setting for the student teachers where complexities of normal classroom teaching are reduced by practising a particular teaching skill, for 5-10 minutes on 5-10 pupils using a single concept.”

## Basic Assumptions

The assumptions on which micro-teaching is based are as follows:

Although the act of teaching is a complicated process, it can be examined with the assistance of simple skills.

- A student-teacher can have mastery over teaching skills if he practices them one by one through micro-session practice or in other words, we can say that under the specific simplified situation.
- Appropriate feedback plays a very significant role in obtaining mastery in each skill if it is given appropriately. The skills gained from training can be easily transferred from a simulated teaching scenario to a real teaching situation in the classroom.
- Skill development or skill acquisition may be transferred positively from micro-teaching to real teaching-learning circumstances.
- For actual teaching, the teaching skills that a student-teacher learned earlier can be integrated.

## Phases of Micro Teaching

There are three micro-teaching stages, according to Clift (1976), which are as follows:

### **i. Knowledge acquisition phase or Pre-active phase**

More emphasis is given here on the learning of teaching skills that are supposed to be learned by the teacher trainee. There are different sources from where a teacher trainee can collect information such as books, articles, journal, or through online mode. Information may also be collected observing the demonstration lesson. Model is also an important source of acquiring knowledge.

### **ii. Skill acquisition phase or Interactive phase**

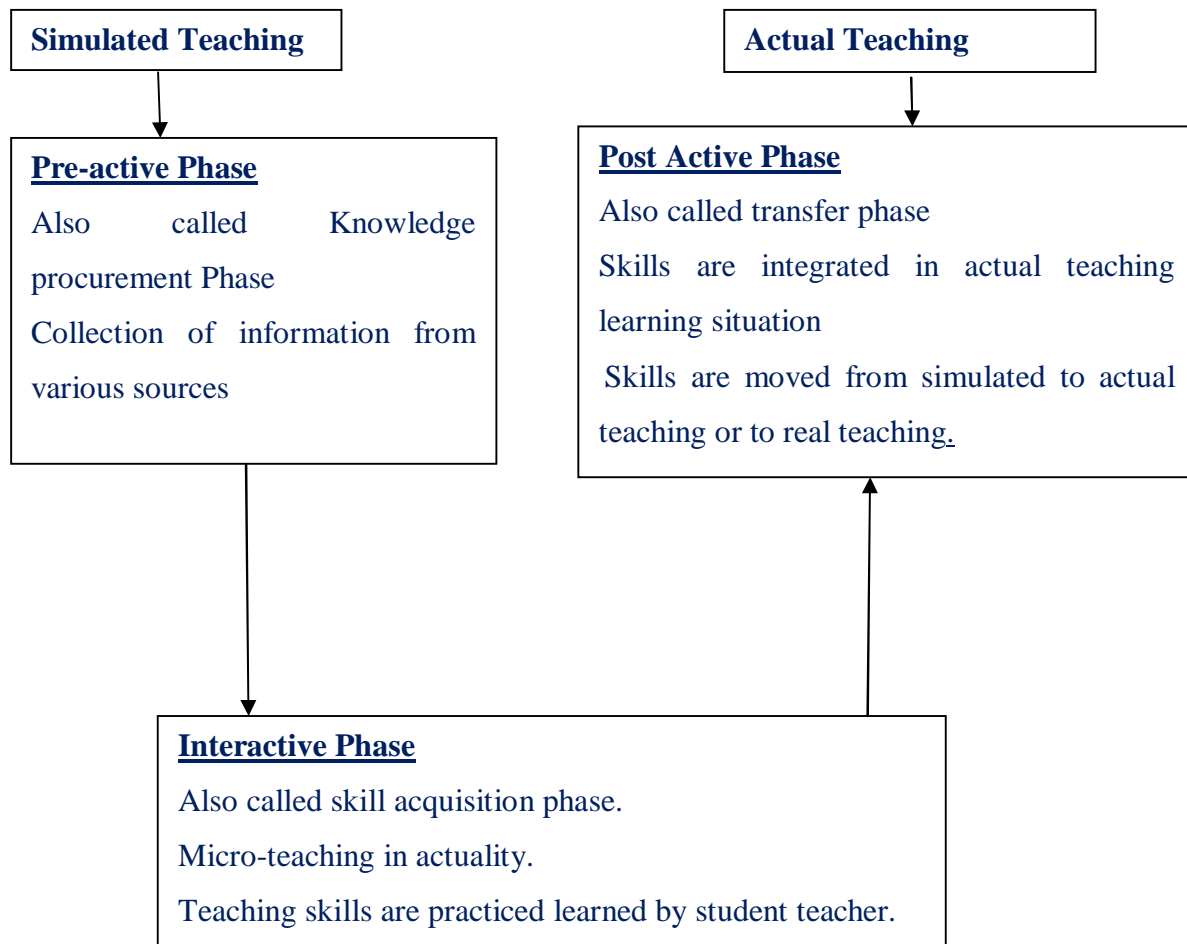
The teacher trainee follows the micro-teaching cycle in this phase and here he/she becomes able to practice the teaching skill. In this phase various activities are done such as preparation of lesson plan, arranging environments for micro-teaching, exercise teaching skills, feedback, replanning of the lesson, re-teaching the lesson and finally repeating the cycle of micro-teaching.

### iii. Transfer phase or Post-active phase

In this phase, an effective pattern is formed by selecting organising and utilising various teaching skills to understand specific instructional objectives. Teaching skills mastered by student-teacher are integrated with an actual classroom situation here. Positive transfer of teaching skills learned in the specified and controlled condition in actual teaching-learning setting is happened.

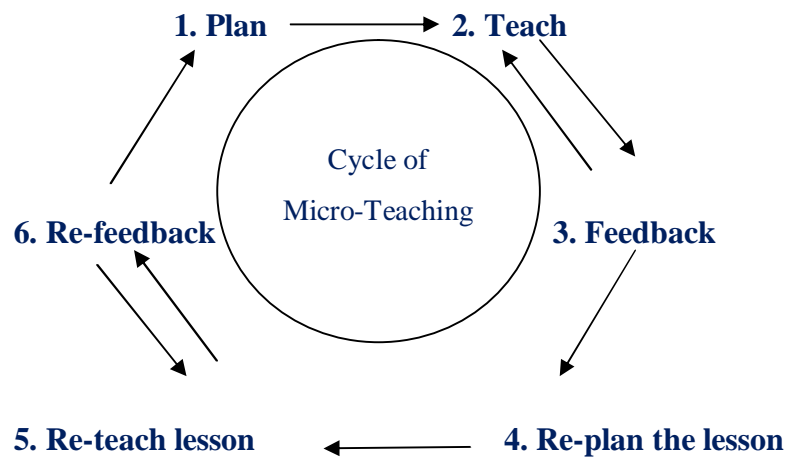
For a better understanding of various phases of micro-teaching and the relationship of micro-teaching with the actual teaching environment, the following diagram is drowned:

### Phases of Micro-Teaching



### The cycle of Micro-teaching

Six steps in micro-teaching are involved and a cyclic pattern is formed with these steps which are shown below through a diagram-



### Diagram of Micro-Teaching Cycle

**Plan:** For accomplishing any complex task planning is necessary and micro-teaching is not exceptional. First of all, student-teacher plans for micro-teaching. Duration of micro-teaching, number of peer students, or students, the topic that is to be taught and the specified skill that the student teacher will learn all these things are planned before starting micro-teaching.

**Teach:** Attempts are made by the teacher trainee to teach focusing on one or more than one teaching skills decided earlier. If the situation is different then student teacher can change the behaviour according to the situation of the class. The teacher trainee should have the skill to handle the class, as per the need or circumstance of the class.

**Feedback:** Teacher educator comes to know regarding his performance through feedback and this information is given by the students, peers or supervisor. He also discovers the strength and weakness of his performance, which encourages the teacher educator to enhance his performance if changes are necessary. Video recording can also be used if it is accessible and it helps give feedback by playing back it.

**Re-plan:** The teacher trainee begins to re-plan his class after receiving feedback. The teacher trainee re-plans his lesson considering the comments given by the students, peers or supervisor. The points not talked in a proper way in the previous teaching are removed and strength ones are incorporated at the time of re-planning.

**Re-teach:** If the topic is changed, the same group of students are taught. a different group of pupils are taught if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

Keeping in mind the comments student teacher starts to teach again the different topic if the group of students is same or to the different group when the remains same, just remove ding or humdrum of the student it is done so. The student-teacher should start teaching with full confidence to perform better than the previous performance.

**Re-feedback:** In any skill practice, this is the most significant aspect of micro-teaching for behaviour change of teacher trainees in the desired direction.

There are certain criteria of micro-teaching setting:

a) Number of students	Students should be 5-10.
b) types of learners	The role of students should be played by actual students or, ideally peers.
c) Supervisor	Teacher trainers as well as peers also supervise them. (student teachers)
d) The length of a micro-lesson	Approximately 6 minutes.
e) Total length of micro-teaching cycle duration	36 minutes.

According to NCERT (19990) the total duration of the micro-teaching cycle is divided in the following way:

- Teaching period: 6 minutes
- Feedback: 6 minutes Six minutes
- Re-Schedule: Twelve minutes
- Teach again: 6 minutes
- Re-feedback time: 6 minutes
- Complete Length: 36 Minutes

### Characteristics of micro-teaching

- i. It is one of the most important teachers training techniques.
- ii. This technique of teacher training programme includes a cycle of micro-teaching. This is a very suitable technique for developing specified teaching skills individually.
- iii. The teacher trainee performs under controlled condition.
- iv. Video recording is also used if available and permitted for evaluation and feedback of the performance performed in micro-teaching by the teacher trainee.
- v. The teacher trainee is given the opportunity, again and again, to practice a particular teaching skill until he/she gets mastery over that specific skill.
- vi. Although it is not a substitute we can say it is a supplement to the training programme for teachers.
- vii. It is a sort of individualized teacher training program strategy.
- viii. Immediate feedback is given to the teacher trainee.

## **Component of Micro-teaching Skills**

### **a) Lesson Planning**

There should be clear cut instructional objectives in the lesson plan. First of all, specific objectives as well as general objectives should be written. Student-teacher should plan his lesson with an appropriate planned sequence following any one of the models of lesson planning which he/she thinks suitable and appropriate for the topic.

### **Set Induction**

At the beginning of the class, the teacher trainee set induction. By setting induction the teacher tries to get the attention of the pupils at the beginning of the class by asking introductory questions or showing models charts or using any other techniques.

### **The skill of Presentation**

The skill of presentation includes various aspects such as explanation, giving an appropriate example, appropriate illustration, properly narrating the topic and planned repetition of the necessary points. The explanation is a skill used by an instructor to help students understand some topic or subject matter. In explanation, teachers select some appropriate statements to make students understand clearly. Relevant, simple, appropriate and most preferably living example should be given to the pupils. The teacher trainee should repeat the important points or important part of the presentation if necessary.

### **Skill of Questioning**

It is another important component of teaching skill. Relevant and grammatically correct questions should be asked. Student-teacher should ask meaningful and unambiguous questions. Questions should be equally distributed among the students in the class. Student teacher's voice must be clear and audible. Body language should be maintained at the time of asking a question.

### **Reinforcement**

Reinforcement is a psychological technique that is used to influence learners' behaviour. There are various types of reinforcement such as negative reinforcement, positive reinforcement, verbal reinforcement and nonverbal reinforcement etc. appropriate and relevant reinforcement should be asked in an appropriate proportion according to the time, situation and nature of the learner.

### **Use of appropriate Audio-Visual Aids**

The teacher trainee should know how to use audio-visual aids and devices which are conducive to the teaching-learning process. Different audio-visual aids are there such as



blackboards, projectors charts, map, and models etc. student teacher should have practical knowledge of how to use them.

## Non-Verbal Cues

There are different non-verbal cues a teacher uses for making the process of teaching and learning more efficient. Some of the non-verbal cues are gesture, posture, body language and facial expression etc. a teacher uses them appropriately as per the demand of the situation.

## Closure

It is an important method that helps the learners to realise what they have learned. It also helps the students relate and apply the knowledge they learned to the real-life situation and it helps in future learning also. It is a method that concludes a teaching session to know whether the teaching was effective or not, whether the learning of the learners has any connection with future learning or not and whatever they learned is relevant or not.

## The distinction between Actual Teaching and Micro-Teaching

Actual Teaching	Micro-Teaching
1. number of students varies between 40- 60	1. number of students 5-10
2. Duration of the teaching of 40- 50 minutes	2. Duration of teaching 5-10 minutes
3. No control over the situation at the time of teaching	3. teacher trainee teaches under controlled condition
4. Teaching in the actual teaching-learning process is complex	4. Teaching in micro-teaching is comparatively simple
5. Facility of re-teaching is not given in an actual classroom	5. Provision of re-teaching is available in micro-teaching
6. No immediate feedback is given to the teacher while teaching in an actual classroom	6 In micro-teaching teacher trainee receives immediate feedback
7. Focus on teaching a new concept and providing new information to the pupils considering the general and specific objectives of a lesson plan	7. Focus on achieving mastery over specified skills through practice under controlled conditions
8. it is arranged to teach the pupils in a normal classroom	8. It is specially arranged for the training of the student teachers

## Micro-Teaching Procedure

### Evaluation

Performance of the student-teacher is evaluated by the instructor or observer. Evaluation of the performance in micro-teaching is done in different ways such as comments by instructor or observer, comments by the peers as well the pupils are considered to evaluate the



performance of teacher trainee. Evaluation checklists, video recordings of the performance are also used in the evaluation of performance in micro-teaching.

## **Repetition**

If the performance of the teacher trainee is not satisfactory and not as per the expectation, he/she will be given another opportunity again and again to select another topic for practising. Micro-teaching cycle is repeated as per the necessity until and unless mastery is gained over a specific teaching skill by the student-teacher.

## **Role supervisor in Micro-teaching**

The supervisor plays various important roles in micro-teaching which are as follows;

- i. The supervisor helps the teacher trainee in understanding the theory of various teaching skills as well as the practical situation of the real classroom.
- ii. Continuous consultation should be provided to the student-teacher whenever needed.
- iii. The supervisor also helps in applying the knowledge learned in micro-teaching session to the actual classrooms so that they can achieve the mastery over the teaching skills.
- iv. Another important role of the supervisor is the demonstration. He shows the skill to be developed within the pupil teachers. The supervisor has to prepare the schedule of Micro-teaching lesson such as which student-teacher will teach in which class in which period and specific teaching skill is also mentioned in this schedule that is to be mastered.
- v. Another most important role is to supervise the lesson and discuss the various aspects of the lesson taught by the student in the group of pupil teachers.
- vi. Supervisor also evaluates the lesson and give feedback by filling the questionnaires or by another method.
- vii. The supervisor has to act as a role model of the pupil teachers.

## **Uses/advantages of Micro-Teaching**

- i. As the teacher trainee masters more or less all the teaching skills, complexities of normal classroom teaching are minimised.
- ii. Micro-teaching helps in realising the significance of teaching.
- iii. Feedback in Micro-teaching plays a very important role which helps the student teacher to focus on the modification of specific performance of the teacher trainee.
- iv. It is a kind of simulated teaching that offers the teacher trainee the opportunity to have real teaching experience.
- v. Through micro-teaching student- teacher comes to know the various skills of effective teaching.

- vi. With the help of the observation schedule scientific and systematic analysis of classroom performance of the student-teacher is done.
- vii. Micro-teaching provides opportunity for safe practice.
- viii. Micro-teaching also helps in research studies as it is conducted in controlled circumstances.
- ix. Micro-teaching is a basic teacher preparation method to exercise a particular teaching skill individually.

### Disadvantages of Micro-Teaching

- i. Emphasis is not given on the subject matter or content. More importance is given in skill development. It is a skill-oriented technique in the teaching-learning programme.
- ii. It is time taking because every individual teacher trainee is given a particular duration of time approximately 36 minutes for a micro-teaching cycle for a single teaching skill.
- iii. A special arrangement is needed in the classroom for conducting micro-teaching that is not always accessible and affordable.
- iv. All the skills cannot be learned and mastered by the teacher trainee through micro-teaching. This technique of teaching only covers a few aspects of teaching skill.
- v. Administrative problem is another important issue for conducting micro-teaching. Micro-teaching and real teaching have a lack of resemblance.

### Conclusion

Teaching is a complex task, but the use of different strategies and techniques will make it simple. One of the best methods to evaluate teaching into simple tasks is micro-teaching. After studying various articles, books, and research papers from the different sources it becomes clear that teaching can be measured, observed and demonstrated and among pupil teachers, teaching abilities can be improved by training. An important aspect is notable in micro-teaching is the systematic use of feedback which leads the student teachers to the mastery level of teaching skills.

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