MICRO TEACHING
- A VEHICLE OF TEACHER TRAINING

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Objectives

* Definition of Microteaching
* Advantages of Microteaching
* Microteaching for self Improvement
Medical Teachers have no Special, prior or in-service training in teaching

Under these circumstances, their ability to teach is largely dependent on two modalities of self training:

1. Observation of other teachers
2. By a process of trial & error while actually teaching in a classroom situation.
DISADVANTAGES OF OBSERVATION PROCESS

- It is a passive process of learning by imitation.
- Time Consuming.
- There is always the possibility of a bad role models.
In learning “while doing” the disadvantages are:

- Involves increased time and effort
- The various teaching skills cannot be discriminated.
- Cannot individualize the learning of the teacher
- No constructive feedback.
- No opportunity to re-teach the lesson to implement. What is learnt from the feedback?
- It is adversarial towards the students' interest.
SINCE THE CONVENTIONAL METHODS HAVE FAILED TO BE IDEAL FOR TEACHING MEDICAL TEACHERS.

WHAT IS THE NEXT ALTERNATIVE?
Allen and his group evolved microteaching in 1960’s.

- To improve the skills of teachers.
- It also provides the medical teachers an opportunity to improve their teaching skills.
MICROTEACHING

- It puts the teacher under the microscope
- All the faults of the teacher are observed.
- And the observer gives a constructive feedback.
Complexities of learning to teach in a class room situation are:

- Pressure of length of the lecture
- Scope and content of matter to be conveyed
- Need to teach for a relatively long duration of time.
- Need to face large number of students
- Off which some students have a hostile temperament.
ADVANTAGES OF MICROTEACHING

- It has skilled supervision
- It gives constructive feedback
- It has the component skills approach
  - here the activity of teaching as a whole is broken down for the learning purpose into its individual components (skills).
THE INDIVIDUAL SKILLS OF TEACHING ARE.

1. LESSON PLANNING
2. SET INDUCTION
3. PRESENTATION
4. STIMULUS VARIATION
5. PROPER USE OF AUDIO-VISUAL AIDS
6. REINFORCEMENT
7. QUESTIONING
8. SILENCE AND NONVERBAL CUES (BODY LANGUAGE)
9. CLOSURE
MICROTEACHING CYCLE

It is used purely for helping the teacher to improve his/her teaching skills and not as a tool for making a value judgment of his/her teaching capacity by his/her superiors.
ADVANTAGES OF MICROTEACHING

1. It focuses on sharpening and developing specific teaching skills and eliminating errors.
2. It enables understanding of behaviours important in classroom 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 enables projection of model instructional skills.
6. It provides experts supervision and constructive feedback.
7. It provides for repeated practice without adverse consequences to the teacher or his students.
CRITICISMS

1. Microteaching produces homogenized standard robots with set smiles and procedures.
2. It is said to be a form of play acting unnatural surroundings and the acquired skills may not be internalized.

The criticisms lack substance because there is motivation of the teachers to improve himself and also the observer develops an ability to give a good feedback.

Repeated experiments have shown that over a period of time microteaching produces remarkable improvement in teaching skills.
MINI TEACHING

A modified concept of microteaching which was propounded by Hargie et al in 1976. Here teaching skills are practiced in a controlled low risk environment. Mini teaching provides a simple form of teaching situation and aims at gradual integration of skills besides aiming to fit the mini lesson in the real teaching programme. Feedback is its essential component.
# Differences Between Micro & Mini Teaching

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<thead>
<tr>
<th>Micro Teaching</th>
<th>Mini Teaching</th>
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<tbody>
<tr>
<td>1. It has re-teach session</td>
<td>1. No re-teach session</td>
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<td>2. It is for 5 to 10 minutes only</td>
<td>2. It extends from 5 to 40 minutes</td>
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<td>3. It involves 3 to 4 students, a supervisor &amp; a peer if necessary</td>
<td>3. It may involve either a small group or whole class</td>
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<td>4. Each time only a few teaching skills are concentrated upon.</td>
<td>4. It aims at gradual integration of teaching skills &amp; to fit mini lessons into a real teaching programme</td>
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THANK YOU