

## MICROTEACHING PRACTICE

Microteaching is a remarkable discovery of modern educational science. This objective of microteaching is to develop teaching skill among the teachers or future teachers. Generally, most of the teachers give much emphasis on theoretical subjects. But along with the theoretical matters a teacher must practice teaching with practical matters. Everybody may be academically qualified to be a teacher. But keeping aside their academic qualification there are other factors, which are sharp different from one person to another. In fact the success of teaching largely depends upon the qualitative characteristics of the teachers. An academically qualified teacher may know the subject very well. Still there are other factors absent of which his teaching program may be totally collapsed. **So, the purpose of Microteaching is to prepare students to be practical oriented successful teachers.**

Teaching is an art. It needs special skill. To acquire this special skill there is no alternative to practice. Microteaching is a practice teaching, which develops teaching skill through trial and error. Through Microteaching Program potential characteristics of an ideal teacher are presented definitely and systemically before the trainee teachers or student teachers.

### **Microteaching:**

Microteaching is a practice teaching, which is organized by a lesson plan step by step on a limited basis in the classroom condition with a view to develop teaching skills among the student teachers. In this practice, teaching the fellow participants play the role of target group. They critically criticize the act of teachers.

- *The core of this experience is the presentation of two 10 minute micro lessons by each participant.*
- *When one participant presents the lesson as the instructor, the other participants become the students for that lesson.*
- *A timer is used to keep to the STRICTLY ENFORCED 10 minute time limit.*

**Steps of Microteaching:** Basically microteaching has two steps,

- i. Plan.....Teach.....Observe (Critique)
- ii. Re-plan..... Re-teach.....Re-observe

For teaching, first makes a lesson plan. Accordingly he prepares himself and delivers his lesson in the classroom. His fellow participants criticize his teaching practice or his teaching is recorded by TV camera and subsequently it is shown in the classroom. The participants see himself his own activities on the TV screen. He observes his errors and can modify the errors in subsequent practices.

### **Basic elements of Microteaching:**

There are five basic elements in Microteaching as stated below:

1. Introduction of the topic
2. Execution of lesson plan
3. Asking and inviting questions
4. Encouraging participants to take part in teaching learning activities
5. A brief summary

The process of microteaching:

According to the microteaching process a teacher teaches based on some variables. The variables are –

1. Teachers' action
2. Teacher central process
3. Teachers perception

The students' actions follow the teachers' actions. Then they perceive teachers' action and finally students change their behaviour. Lastly, teacher has a perception through feedback.

To bring the change in knowledge of the learner teacher has to perform some activities such as lecture, discussion etc. As a central process he uses language, knowledge, thinking, personality, outlook etc. These two variables bring some changes among the students and perceived by the teacher through students' activities which is called feedback.

### LESSON PLAN TEMPLATE

Title:		Ref. No:	
Target Population:			
Aims:			
Objectives:			
<b>Content</b>	<b>Method or Technique</b>	<b>Resource or Aid</b>	<b>Time</b>
Introduction			
Development			
Conclusion			
Equipment & aids:			

### Microteaching: Theory/Cognitive Session Evaluation Form

Group:

Name of the Participant:

Dimensions		Very good (4)	Good (3)	Satisfactory (2)	Needs improvement (1)
<b>Introduction</b>	Rapport establishment				
	Bridging/links				
	Statement of aims and objectives				
	Pre-assessment				
	Content outline				
<b>Development</b>	Question and answering				
	Humour used/kept class lively				
	Student involvement/motivation				
	Use of variety of teaching methods				
	Use of variety of teaching aids				
	Timing of the session				
	Delivery of lecture				
	Lesson plan/sequence				
	Student notes (supervision)				
<b>Conclusion</b>	Quick recap				
	Feedback				
	Assessment of objectives				
	References				
	Forward planning				
<b>Overall Evaluation</b>					