

Microteaching: A Review

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Abstract: Micro-teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique. In the original process, a teacher was asked to prepare a short lesson (usually 20 minutes) for a small group of learners who may not have been their own students. This was then recorded on video. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's learning objectives. Seeing the video and getting comments from colleagues and students provided teachers with an often intense "under the microscope" view of their teaching. Following paper discuss different aspects of microteaching.

Keywords: Microteaching, teacher, videotape

INTRODUCTION

The art of teaching does not merely involve a simple transfer of knowledge from one to other. Instead, it is a complex process that facilitates and influences the process of learning. Quality of a teacher is estimated on how much the students understand from his/her teaching. The classrooms cannot be used as a learning platform for acquiring primary teaching skills. Training of medical teachers in specific teaching skills is a major challenge in medical education programs. The pedagogic skill for teaching can be acquired only through more structured and cheaper faculty training techniques.[1] With the introduction of microteaching about five decades ago, the lacunae of scientifically proven or effective methods to be followed in teacher training programs has been overcome.[2]

The idea of microteaching originated for the first time at Stanford university, USA in 1963 by Dr. Allen and his group.[3]

WHAT IS MICROTEACHING?

"Microteaching is a teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepare lessons in a planned series of 5-10 minutes encounter with a small group of real students often with an opportunity to observe the results on video tape."-Buch.M.B.(1968)[4]

OBJECTIVES OF MICROTEACHING

1. To enable the teacher trainees to learn new teaching skills under controlled conditions.
2. To enable the teacher trainee to gain confidence in teaching.
3. To gain maximum advantage with little time, money and material.

MICRO TEACHING PROCESS

Class size → reduced to about 5-10 pupils.

Length of the lesson → reduced to about 5-10 minutes.

Focus → one teaching skill at a time; and not on the content of the lesson.

STEPS /CYCLE OF MICROTEACHING

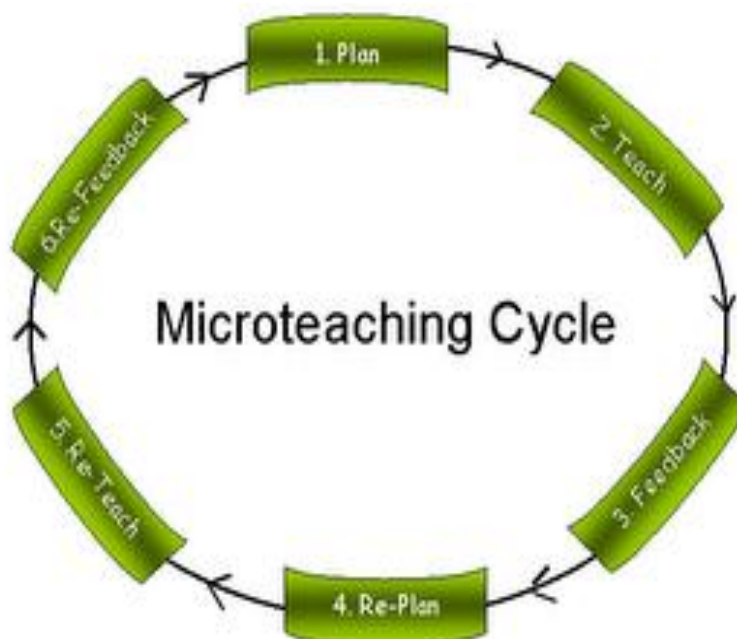


Fig- 1- Steps of Microteaching

1. Plan

- It involves selection of the topic and related content
- The activities are planned in a logical sequence
- Preparation of the micro lesson plan

2. Teach

- It involves the attempts of the teacher trainee to use the components of the skill in suitable situations
- The teacher should have courage and confidence to handle the situations arise in the class effectively
- Timing should be 5 minutes
- Can be recorded in a tape recorder or on a videotape

3. Feedback

- It refers to giving information to the teacher trainee about his performance
- This information includes the points of strengths as well as weakness relating to his or her performance
- It help teacher trainee to improve his or her performance in the desired direction.
- Feedback can be provided by audiotape or videotape recorder

4. Re-plan

- The teacher trainee re-plans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempts either on the same topic or on another topic suiting the teacher trainee for improvement

5. Re-teach

- This involves teaching the same group of students if the topic is changed or a different group of students if the topic is same
- The teacher trainee teaches the class with renewed courage and confidence to perform better than previous attempt

6. Re-feedback

- It is the most important component of micro-teaching for behaviour modification of the teacher trainee in the desired direction in each and every skill practice.
- It is again provided on the re-taught lesson[5,6]

MICROTEACHING SETTINGS

Table 1- Microteaching settings

<u>1. Time</u>	
a. Teach	5 Minutes
b. Feedback	5 Minutes
c. Re-Plan	10 Minutes
d. Re-Teach	5 Minutes
e. Re-Feedback	5 Minutes
Total Time	30 Minutes(Approx.)
2. No. of students in a group	5-10
3. Supervisor(s)	1 or 2
4. Feedback by the peer groups	

ADVANTAGES OF MICROTEACHING

1. Attain teaching skills by providing a real situation
2. Student teachers can attain proficiency in teaching skills
3. Immediate feedback makes it more interesting & reliable
4. It's a student centered method[7]

LIMITATIONS OF MICROTEACHING

1. It is expensive to procure and to maintain video recording equipment just for microteaching
2. Limited to lecturing
3. Time consuming
4. Scope is narrow
5. Requires more skill [7]

CONCLUSION

Microteaching works as a focused instrument which helps to practice essential teaching skills safely and effectively at any age. This paper describes microteaching as an Efficient Learning Technique for Effective Teaching. Learning is a change in behavior, which is brought about by activity, training, or experiencing at any age. When the learner is more experienced, learning becomes more effective. The most important quality of the participants of microteaching sessions is the ability to give and receive constructive feedback with an open mind and achieves appropriate teaching-learning goals. In addition, it increases self-confidence of teacher in an atmosphere of friendliness and equanimity.[8]

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