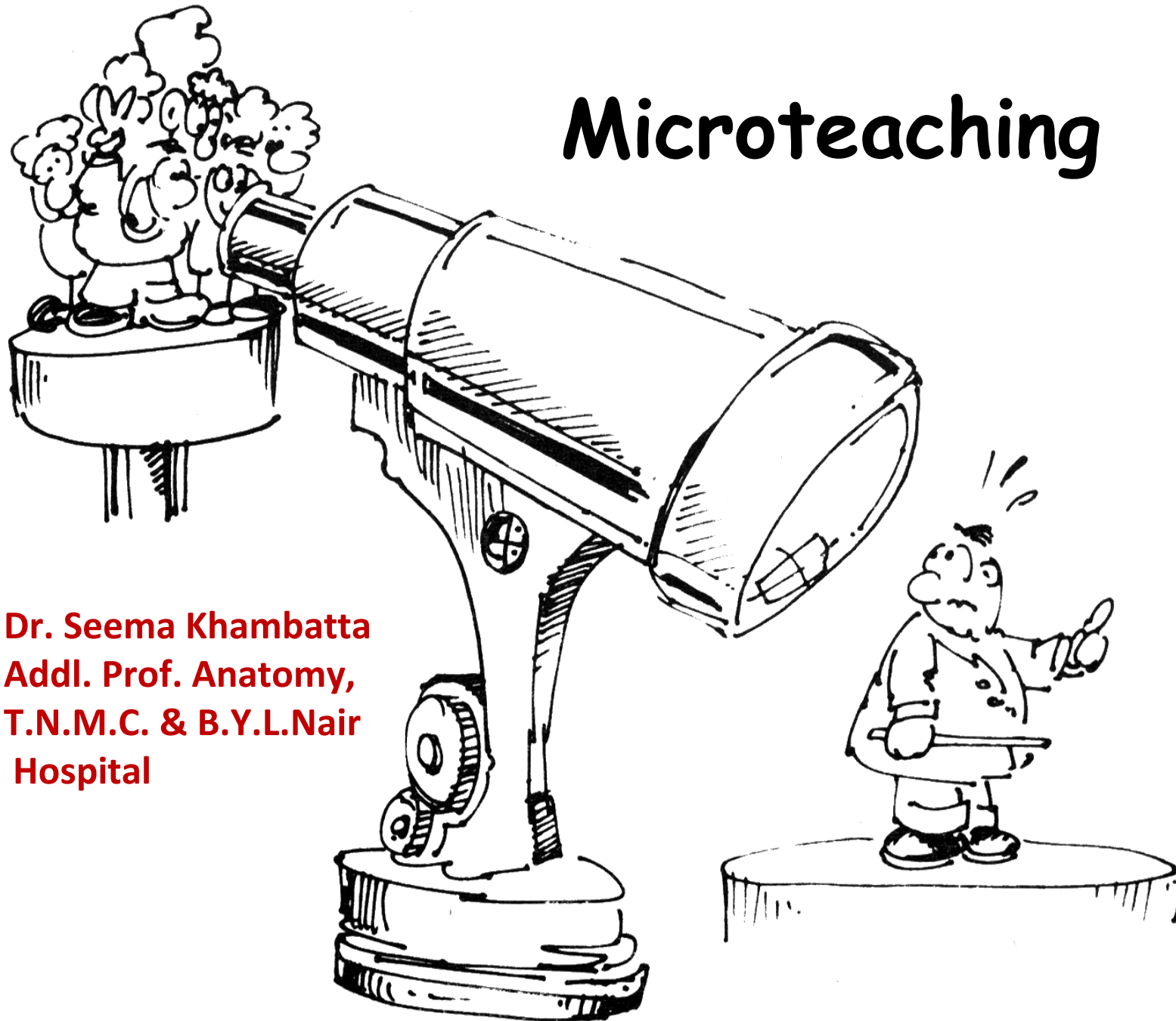
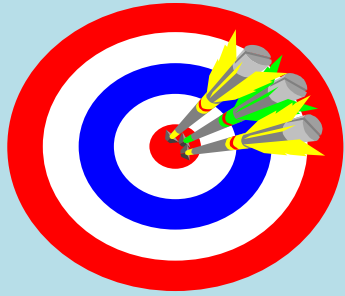


Microteaching



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Objectives

At the end of the session, the participants shall be able to

- ✓ define microteaching
- ✓ appreciate importance of various teaching skills
- ✓ enumerate components of microteaching cycle
- ✓ explain the role of peer observers in microteaching session
- ✓ enumerate its advantages
- ✓ discuss limitations

Teacher is “ a beacon attracting young minds.”

“a prophet having vision and clear insight.”

Are you ready to be one?

Are you already one?

If you want to be one, then

How to get about it ?

If you already are, then

How to find out ?

Good Physician = Good Teacher ?

So how does a medical teacher learn?

A) Observation of other teachers

- Passive Process
- Role Models (Good or Bad)

B) By Process of Trial & Error while actually teaching in a classroom

- More Risky, More time and effort is involved
- No Feedback -
- No Scope to Re-teach the lesson

MICROTEACHING

“Organised Practice Teaching”

To give confidence, support &
feedback

MICRO TEACHING

- It is an innovative technique of **Teacher Education Programme**
- **Trainee** teacher develops competence in teaching skills through practice at microteaching sessions.
- **Experienced** Teachers can also practise.

The emphasis is on

HOW TO TEACH

rather than on

TEACH

WHAT

TO

Teaching is a **skilled job**

Teacher must possess or acquire various **skills** to **communicate and get his idea across**

What are teaching skills?

Hard /difficult things made **EASY**

Skilled Acts by teacher to make
Learning Effective

Component Skills

- 1. Lesson Planning:** Skill of planning a lesson in an organised, precise and relevant manner
- 2. Set Induction:** Gaining pupil attention/arousing interest & set learning objectives
- 3. Presentation:** Making the topic interesting so as to make the lesson a memorable one (give & ask for examples, concept building, simple to complex)
- 4. Questioning:** Art of questioning students, higher order questions, Encourage students to ask questions, solving their queries encouraging students' involvement

5. **Reinforcement :** reward students for correct answers / desirable behaviour, stress on important points,planned repetitions.
6. **Body Language:** gestures, movements, eye contact
7. **Stimulus variation:** Avoidance of boredom in students, speech, tone, pace, fillers (um,like,ok), joke, activity, non verbal cues, silence.
8. **Proper use of Audio visual aids.** Chalk and Board, OHP, LCD and Projectors. (A lively teacher can replace all audiovisual aids.)
9. **Conclusion:** Effective ending by summarization of major ideas, major organisation and main points.

Methodology of Microteaching

a small class of 8-10 peers and students (Micro-class)

Duration is 5-10 min (Micro-lesson)

Concentrates on teaching skills (not content)

Feedback – is given to the teacher based upon which he/she tries to improve and then confronts a new group of pupils.

RE-TEACHES and improves on his/her earlier performance.

Class Room Teaching

Use feedback data

Knowledge acquisition

Plan

Teach

Acquire & implement Skill

Observe & Feedback

Audio & video
Peers & supervisor

Re-plan

Re-teach

Re-feedback

Microteaching Cycle

Re-implement skill

Feedback

- Cover all important areas of professional competence (knowledge, skills, communication, attitudes)
- Positive critique where trainee speaks first (self reflection) and then supervisor agrees.
- Clear and specific (Not global - oh! you're doing fine)
- Constructive ("what can be improved" and "not what is wrong")
- Avoid personal remarks. (act/behaviour- not person)
- **Learn from one's own experience as well as from observing fellow microteachers**

Advantages of Microteaching

- Sharpens the teaching skills
- Helps in understanding behaviours in classroom teaching
- Eliminates gross errors
- Builds up confidence
- Provide expert's supervision and constructive feedback.
- Positive criticism in right spirit
- Provides for repeated practice without adverse consequences to the teacher or his pupils.

Micro Teaching Peers / Peer Students Observation Checklist

Directions: Please Check (✓) the statement which most closely corresponds to your observation

Name of Teacher:

Skill	Teacher's action Skill(s) practised:	<i>Yes</i>	<i>To some extent</i>	<i>No</i>
Set induction	Aroused interest in the beginning by relating to previous learning, throwing a new idea, questioning, etc.			
	Specified the objectives of presentation			
Planning	Organized material in a logical sequence			
	Used relevant content matter			
Presentation	Changed the pace of presentation by shifting emphasis, joke etc.			
	Used specific example to illustrate main ideas			
	Used non – verbal cues, eye contact etc.			
	Allowed questions from students			

Contd.

Pupil participation	Asked questions			
	Solicited/ Raised questions			
	Rewarded pupil effort			
Use of AV aids	Used proper AV aids			
	Used the aid(s) effectively			
Closure	Summarised most important points at the end of the session			
Lesson on the whole was effective / ineffective				

MICRO-TEACHING

MICRO-LESSON SELF ANALYSIS

Teacher _____

Date _____

- Guidelines:** Complete questions 1 and 2 before your first lesson
Complete questions 3 and 4 before your re-teach lesson
Complete question 5 after your re-teach lesson

1. List the objectives of your lesson:

2. How do you intend to accomplish these objectives?

3. How successful was the lesson? Cite positive and negative aspects

4. What changes do you intend to make for the re-teach lesson ?

5. How effective were the changes you made from the first lesson?

How can this experience be

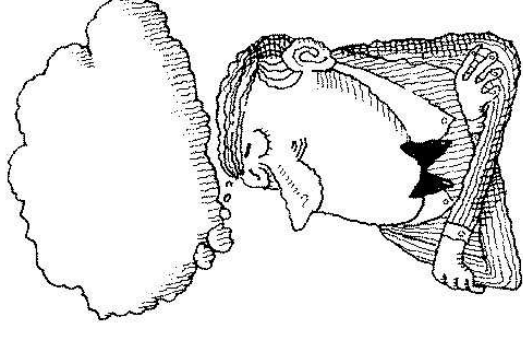
put to use in future?



- Implement in the department
- Acts as a vehicle for continuous training
- Tool to assess teaching performance : criteria for promotion
- Can be incorporated in postgraduate training programme and assessment in all subjects

What obstacles do you foresee in

practicing it routinely?



- May meet with resistance from teachers
- Giving feedback is also a skill – may not get good experts
- Skills acquired may not be internalized. Need to practise and implement.
- Lack of **TIME** !

Summary

- Microteaching definition
- Teaching skills
- Microteaching cycle
- Advantages and limitations of microteaching.

Thank



Activity / Homework