

**CENTRE FOR ICT AND DISTANCE LEARNING
e-RESOURCES AND CONTENT DEVELOPMENT (DL) UNIT
AL-HIKMAH UNIVERSITY, ILORIN, NIGERIA**



E-NOTE SAMPLE FOR INSTRUCTIONAL DELIVERY

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Adeta Road, Adewole Housing Estate, P.M.B. 1601, Ilorin
.....learning for wisdom and morality.....
CENTRE FOR ICT AND DISTANCE LEARNING (IDL)
e-RESOURCE AND CONTENT DEVELOPMENT (DL) UNIT

e-Note Template

A. Course Lecturer's Detail

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B. Faculty, Department and Programme

Faculty: Education

Department: Science Education

Programme: Educational Technology

C. Course Title: Microteaching and School Visit

D. Course Code: EDU 215

E. Course Credit: 2

F. Course Description: Theoretical in-class sessions to cover basic concepts in microteaching; and microteaching skills (set induction, closure, communication, stimulus-variation, reinforcement, etc.). It would as well involve environment for practice-based teaching to instill peer and self-evaluative skills conducted with a small group. Presentations would take about 30 minutes each (including presentation, feedback and transition time).

G. Learning Objective: At the completion of this e-note, it is expected that learners will achieve the following:

1. Understand the concept of microteaching in relation to teacher education
2. Acquire the necessary teaching skills to support teaching methods
3. Exhibit teaching skills in the process of instructional delivery
4. Transfer the teaching skill acquired to a real life teaching experience

H. Notes on Course Outline (Topics to be taught)

Historical Background of Microteaching: Origin of microteaching; Importance of Microteaching; Characteristics of Microteaching

Definition of Microteaching: Phases of Microteaching; Components of Microteaching; Advantages and Disadvantages of Microteaching

Aims of Microteaching: Objectives of Microteaching; Microteaching for Self-Improvement



Microteaching Cycle: Plan, Teach, Feedback, Re-Plan, Re-Teach, Re-Feedback
Definition of Teaching Skills: Planning, Set Induction, Presentation, Stimulus Variation, Use of Audio-Visual, Reinforcement, Questioning, Silence and Non-Verbal Cues, Closure.

Historical Background of Microteaching

Microteaching is a teacher education technique that allows trainee to apply clearly defined teaching skills to carefully prepared lessons in a planned series of ten to twenty-five minutes encounter with a small group of real students or peers, often with an opportunity to observe the results on videotape. Its distinction lies in the opportunity it provides teachers for immediate and individual diagnostic evaluation of teacher performance by colleagues, supervisors and participating students and for measuring progress in specific teaching techniques.

The ability to prepare courses and individual lessons that fulfill course objectives, employ appropriate methodology, and meet learners' needs are essential ingredients for teaching profession. In addition, lessons planning demonstrate cultural awareness and reflect the diversity of compositions of learners. Microteaching is technically a scaled-down teaching. It is also known as simulated scenario and teaching laboratory. The prefix 'micro' comes from a Greek word meaning 'small' like 'Microscope' and 'micrometer'. It is a teacher training technique of both pre-service and in-service teachers. As an adjunct to either pre-service teaching experience in the school or in-service programs of teachers' improvement, microteaching adds relevance to training procedures. There are three major purposes of microteaching training which necessitated its inclusion into teacher education programme:

- as preliminary experience and practice in teaching;
- as a research vehicle to explore training effects under controlled conditions; and
- as an in-service training instrument for experienced teachers

Microteaching exposed trainees to variables in classroom teaching without been overwhelmed by the complexity of the situation. They are required to teach brief lessons (5 to 30minutes) in their teaching subject, to a small group of learners (up to five or more). These brief lessons allow opportunity for intense supervision, video -tape recording for immediate feedback, and the collection and utilization of student feedback. Microteaching clinic focuses on instructing trainee in the use of certain technical skills of teaching, and allowing the trainee the opportunity of practicing these skills in the microteaching clinic under the close supervision of a trained supervisor. The supervisor served varieties of function among which are: resource person, advisor, interpreter of student feedback, rater and general morale booster.

Origin of Microteaching

Microteaching was late in arriving on the educational scene. It was develop at Stanford University in 1963 from an attempt to find a new, more effective way of providing initial training to trainee teachers. The original efforts had produced the demonstration lesson; where the trainees were asked to teach a game to a group of four students. These students were role-playing stereotyped students: slowpoke, couldn't-care-less, eager, and know-it-all. The situation was managed to provide the trainees with a lesson in humility designed to impress upon them the



need to learn instructional techniques. From this extremely artificial situation, the concept of microteaching was evolved. Instead of having the students' roles play, they were asked to prepare a short lesson in their subject matter area. Although, this procedure was deemed by the Stanford Secondary Education Project staff as an improvement over the demonstration lesson, it still seemed to lack direction. What was missing was the teaching techniques dimension. In the summer of 1963, Horace Aubertine developed the technical teaching skill "How to Begin a Lesson" as part of a research study (Allen and Ryan, 1969).

The trainees were instructed to use this skill in their microteaching lessons. As a result of this experience, the practice of focusing on one skill at a time evolved and proved to be quite successful. It was decided that for future microteaching clinics, additional teaching skills would be developed. These teaching skills refer to specific teacher behaviors designed to influence learners in a predetermined direction (William, 1967). This required that both teacher and learner behaviors are operationally defined and that the desired interactions be derived from a theoretical rationale. The teaching skills approach is based on the assumption that by breaking down the complex teaching act into more easily learned skills, the teacher can gradually acquire a repertoire of teaching skills to use in the actual classroom. By budding a repertoire of skills, the teacher is increasing his flexibility and versatility. There are more teaching techniques at his command in order to vary his questions, reinforcement, or presentation styles. Thus, he is able to adapt his teaching style to suit the students' needs or the objectives of the lesson.

There is research evidence which indicates that the flexible teacher, the one who can adapt his teaching methods, is a more effective teacher in producing positive student performance and attitude than a teacher who lacks this versatility. The most widespread use of microteaching, therefore, has focused on the teacher's development of a repertoire of teaching skills. Since 1963, over twenty different general teaching skills applicable to elementary, secondary and post-secondary teachers across most subject matter areas have been developed. Most of these skills were identified through an informal task analysis of teachers in their classrooms. Once the skill was identified, its behavioral components were isolated and training protocols were developed using a microteaching format.

Importance of Microteaching

Microteaching was look upon as a panacea for the ills of teacher education. For example, the problems of classroom control and discipline cannot be successfully solved within a microteaching format. But microteaching was viewed unanimous as a technique for training teachers to use some basic teaching skills. Therefore, the following state the importance of microteaching for teacher trainee:

1. The fact that microteaching is real teaching, albeit constructed in the sense that teacher and students work together in a practice situation, is a point that promotes collaborative effort in teacher education programme.
2. Microteaching reduces the complexities of normal classroom teaching, thus allowing the teacher to concentrate on the acquisition of a teaching skill.



3. Knowledge and information about performance helps the learner (in this case the teacher) in his acquisition of a teaching skill. The immediate feedback from videotape recorders, supervisors, learners, and colleagues provide a critique of the lesson which will help the teacher to constructively modify his behavior.
4. Microteaching considers the trainee's capacities by allowing him to select the content of the lesson from the area of his greatest competence.
5. Microteaching provides a setting in which the trainee can teach students of varying backgrounds, intellectual abilities, and age groups before facing a class during his studentship or teaching practice exercise.
6. Microteaching permits meter control over the trainees' environment with regard to students, methods of feedback, supervision, and many other variables that can be manipulated.
7. Microteaching provides a low threat situation in the process of practicing teaching skills, a situation which should be more conducive to learning than the high anxiety level exhibited by many beginning teachers when practicing in actual classrooms.
8. Since active participation by the trainee is preferred, and meaningful materials and tasks are desirable for optimal learning to occur, the microteaching setting allows the student to perfect certain skills that he will subsequently be expected to perform in the regular classroom.
9. Microteaching allows for the repetitive practice necessary to overlearn skills which will be used during regular teaching.
10. Microteaching incorporates spaced or distributed practice of a skill over a period of time, allowing for the neurophysiological consolidation of the new data for long-term storage and retrieval.

Characteristics of Microteaching

1. It is a real teaching situation.
2. It reduces the complexity of the real classroom teaching situation in terms of the number of students, the amount of time and the amount of learning contents.
3. It emphasizes training for mastery of teaching activities such as skills, techniques, methods, and curriculum selection.



4. It offers better control over practicing teaching activities because many factors easily can be manipulated to attain this greater degree of control in the training program.
 5. The feedback dimension is expanded considerably because the student can receive meaningful feedback immediately after his performance, and with the help of a variety of technological teaching media as well as observation and interaction-analysis instruments can take the opportunity to improve his performance in light of the feedback provided.
- In summary, microteaching is an instrument for teacher training. It offers the student the opportunity to practice teaching activities under controlled and simulates circumstances such that the complexity of the real teaching situation is simplified in terms of:
- ✓ the number of students;
 - ✓ the amount of teaching time;
 - ✓ the amount of teaching activities to which particular attention can be given

Study Questions

1. Explain the concept of Microteaching
2. What are the purposes of microteaching in teacher education programme?
3. List the essential ingredients of teaching profession
4. The prefix 'micro' implies what?
5. What are the functions of microteaching supervisor?

References

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- Arsal, Z. (2014). Microteaching and pre-service teachers' sense of self-efficacy in teaching. *European Journal of Teacher Education*, 37(4), 453-464

Suggestion for Further Reading

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- He, C. & Yan, C. (2011). Exploring authenticity of microteaching in pre-service teacher education programmes. *Teaching Education*, 22(3), 291-302
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Definition of Microteaching

Microteaching is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee to teach a single concept of content using a specified teaching skill for a short time to a very small member of learners or students. Microteaching is an excellent vehicle of providing teachers with an opportunity to improve their teaching skills. Therefore, *Microteaching can be defined as a scaled down teaching encounter in term of class size and time which is a system of controlled practice that makes it possible for trainee teacher to concentrate on specified teaching behavior and to practice teaching under controlled conditions.* It is a teaching training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching. Microteaching is an approach aimed at teaching a small unit of content to a small group of students (5-10 numbers) in a small amount of time (5 – 30minutes).

Phases of Microteaching

There are three phases of microteaching procedure namely knowledge acquisition phase, skill acquisition phase and transfer phase.

Knowledge Acquisition (Pre-Active) Phase: In this phase the teacher trainee learns about the skill and its components through discussion, illustrations and demonstration of the skill given by the expert. He learns about the purpose of the skill and the condition under which it proves useful in the teaching-learning process. The examination of the skill into components leading to various types of behaviours which is to be practiced is analyzed. The teacher trainee tries to gain a lot about the skill from the demonstration given by the expert. The aspect of every skills identified would be discussed and clarified for clearer understanding.

Skill Acquisition (Inter-Active) Phase: On the basis of the demonstration presented by the expert, the teacher trainee plans a micro-lesson; lesson for practicing the demonstrated skill. Trainee teacher practices the teaching skill through the microteaching cycle and continues his efforts till the attainment of mastery level. The feedback component of micro-teaching contributes significantly towards the mastery level acquisition of the skill. On the basis of the performance of teacher trainee in teaching, the feedback is provided for the purpose of change in behaviour of the teacher trainee in the desired direction.

Transfer (Post-Active) Phase: After attaining mastery level and command over each of the skills under discussion, the teacher trainee integrates all these skills and then transfer to actual classroom teaching. Time duration for the microteaching is;

- ✓ Teach: 6 Minutes.
- ✓ Feedback: 6 Minutes.
- ✓ Re-Plan:12 Minutes.
- ✓ Re-Teach: 6 Minutes.
- ✓ Re-Feedback: 6 Minutes.



Study Questions

1. What do you understand by Microteaching?
2. Describe the phases in Microteaching?
3. Knowledge phase is about skill acquisition in Microteaching, explain
4. Teaching in a normal classroom represent what phase in Microteaching?

References

- Allen, D. W. & Ryan, K. A. (2016). *Microteaching*. Massachusetts: Addison-Wesley Publishing Company
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Components of Microteaching Skills

Components of microteaching skills refer to the steps involve in the application of the teaching skills that makes the delivery of instruction more effective. Initiative and creativity plays prominent role in the stepwise application of a chosen teaching skill.

SN	Components	Skills
1	Lesson Planning	Skill of planning a lesson in an organized, 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 Media	Chalk and Board, OHP, LCD and Projectors. (A lively teacher can replace all audiovisual media)
9	Conclusion	Effective ending by summarization and organization of major points, ideas

Advantages of Microteaching

The greatest value of microteaching is the changes it brings about in students regarding the acquisition of teaching skills. These changes includes grasp of teaching as a complex, challenging profession, interest in and enthusiasm for teaching, increased self-confidence and concern for improving and evaluating personal teaching skills ability. In view of the highlighted points, the advantages that microteaching has over other traditional teacher training programs are obvious. Thus, the advantages are summarized as follows:

1. Microteaching is a training opportunity and the students can profit from all of the advantages of the situation.



2. Microteaching provides the student with a much less complex learning milieu than, e.g., school practice.
3. It offers the student the opportunity to more easily and purposefully practice teaching skills during the presentation of micro-lessons.
4. It provides the student with a context in which his primary responsibility is to learn to teach more effectively without the urgency of taking into account the needs and demands of learners.
5. It offers the student the opportunity to systematically analyze and evaluate his teaching.
6. It offers the student the opportunity to practice particular teaching skills until they are mastered before the more complex real teaching situation is dared.
7. The systematic practice of teaching skills creates the possibility of forming a bridge between theory and practice.
8. Implementing interaction-analysis instruments offers the opportunity to objectively analyze particular activities and makes the student sensitive to part-activities that the skill manifests.
9. The fact that the micro-lesson takes a short time gives the student the opportunity to better identify the elements of the learning contents and then further design his micro-lesson around them.
10. The student himself, or under the guidance of a teacher educator, can easily correct problems or errors that arise because the variables he has to take into account are limited.
11. It gives each student the opportunity to contribute meaningfully to the improvement of his fellow students and at the same time it puts a great deal of responsibility on his shoulders.
12. To present a micro-lesson to fellow students in the same subject area gives him the opportunity to present his micro-lesson on any grade level.
13. It provides the opportunity to students to put themselves, as far as possible, in the position of the learners with whom they must try to deal.
14. The student who presents the micro-lesson is challenged to communicate with his "learners" about the content on an appropriate learning level even though he presents his micro-lesson to fellow students.

Disadvantages of Microteaching

1. It is skill oriented; Content not emphasized.
2. A large number of trainees cannot be given the opportunity for re-teaching and re-planning.
3. It is very time consuming technique.
4. It requires special classroom setting.
5. It covers only a few specific skills.
6. It deviates from normal classroom teaching.



7. It may raise administrative problem while arranging micro lessons

Aims of Microteaching

Because microteaching ought to form an integral part of the teacher training program, there are connections among the aims of teacher education, school practice and microteaching. It has been emphasized that teacher education involves training for a practice that should be planned around designing a total teaching practice. This total teaching practice requires the mastery of a number of teaching skills. The ideal way to really master a teaching skill is to execute it in practice under controlled circumstances. Mere insight and knowledge of a teaching skill do not automatically guarantee its mastery. It is precisely microteaching that promotes practicing and mastering of teaching skills

Objectives of Microteaching

1. To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions.
2. To enable teacher trainees to master a number of teaching skills.
3. To enable teacher trainees to gain confidence in teaching.
4. To build competence in teacher trainee in application of teaching skills
5. To practically apply all the learnt knowledge about teaching
6. To get immediate feedback from the experts or seniors
hope this information will help

Microteaching for Self-Improvement

Microteaching sharpens the teaching skills and eliminates errors by building up confidence. Training for teachers at all levels provides expert supervision and constructive feedback and It enables understanding of behaviours important in classroom teaching. It increases the confidence of the trainee teacher. It is a vehicle of continuous training for both beginners and for senior teachers. It enables projection of model instructional skills. Microteaching for Self- improvement motivates teacher to improve on teach-ability and give good feedback over a period of time. Microteaching procedures produces remarkable improvement in teaching skills. Trainee teachers learn about the strength & weakness in themselves and plan strategies for improvement in subsequent lesson delivery.

Study Questions

1. List the components of Microteaching
2. State five advantages and disadvantages of Microteaching
3. Analyze Microteaching as a self improvement tool for teacher education, explain
4. Highlight five objectives of Microteaching

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Allen, D. W. & Ryan, K. A. (2016). *Microteaching*. Massachusetts: Addison-Wesley Publishing Company

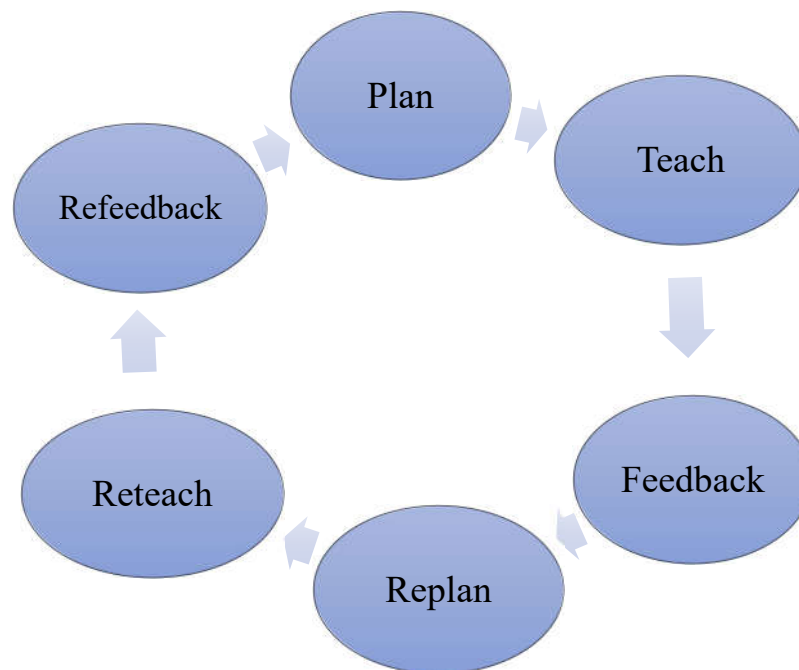
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Microteaching Cycle

The microteaching cycle is the depiction of activities or steps engaged in by trainee teachers while exhibiting the teaching skills in a micro-lesson instructional delivery process. There are basically six steps in microteaching cycle which are plan, teach, feedback, replan, reteach and refeedback.



Plan involves the selection of a topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is



analyzed into different activities of the teacher and the learners. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.

Teach involves the attempt of the teacher trainee to use the components of the skill in suitable situations coming up in the process of teaching-learning with regard to planning of activities. If the situation is different and not as visualized in the planning of the activities, the teacher should modify the behaviour in consonant with the demands of the situation in the class. Trainee should have the courage and confidence to handle the situation arising in the class effectively.

Feedback refers to giving information to the teacher trainee about the display of teaching performance. The information includes the points of strength as well as weakness relating to the performance. This helps the teacher trainee to improve upon the observed performance in the desired direction.

Replan implies that the teacher trainee replans the lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either on the same topic or on another topic of choice to the teacher trainee for improvement.

Reteach involves teaching to the same group of learners if the topic is changed or to a different group of learners if the topic is the same. This is done to remove boredom or monotony of the learners. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

Refeedback is the most important component of microteaching for behaviour modification of teacher trainee in the desired direction in each and every skill practice.

Study Questions

1. What is Microteaching Cycle?
2. Explain the stages making up the Microteaching Cycle
3. Replan in Microteaching Cycle implies what?

References

- Allen, D. W. & Ryan, K. A. (2016). *Microteaching*. Massachusetts: Addison-Wesley Publishing Company
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Definition of Teaching Skills

Teaching is the arrangement of contingencies of reinforcement under which students learn. They learn without teaching in their natural environment, but teachers arrange special contingencies which expedite learning and hastening the appearance of behaviour which would otherwise be acquired slowly or making scene of the appearance of behaviour which might otherwise never occur. The best way to understanding the nature of teaching is to view it as a means of establishing a harmonious relationship between teacher, student and subject. Teaching is a skilled job and teacher must possess or acquire various skills to communicate and get ideas across to learners. The concept of teaching skill is an attempt to make hard/difficult things easy through a skilled act by teacher in order to make learning effective. Therefore, teaching skills can be defined as discrete and coherent activities by teachers which foster learner's learning. Teaching skill is that behaviour of the teacher that facilitates learners' learning directly or indirectly which includes all arts and behaviour of the teacher to maximize learners' learning. Teaching skill is also that art of the teacher which makes communication between the teacher and learners sufficient towards the facilitation of learning. An over-riding feature of teaching skills is that they are purposeful and goal-directed activities which are essentially problem-solving. At its broadest, the problem is how best to deliver effectively the educational outcomes, in terms of learner's learning required or attained.

More specifically, teaching skills are concerned with all the short-term and immediate problems faced before, during and after the lesson, such as 'How can I lay out the key points of this topic in a PowerPoint presentation?', 'How can I signal to a learner to stop talking without interrupting what I am explaining to the whole class?', 'What can I write when assessing a piece of work by a learner to highlight a flaw in the learner's argument?'. Teaching skills are also concerned with the long-term problems of effective teaching, such as 'Which textbook series best meets the needs of my learners?', 'How best can I update my subject knowledge?', 'How do I best prepare learners for the work they will be doing in future years? Hence, microteaching focuses on various forms of teaching skills for both pre-service and in-service teachers in order to promote the adoption of blended teaching skills for classroom instructional delivery process.

Characteristics of teaching skills

1. Identifiable – teaching skills can be identified by analyzing teaching behaviors. Allen & Ryan (1969) identified 14 skills of teaching.
2. Observable – teaching skills can be observed and this is the reason they have been identified.



3. Trainable – we can train pupil teachers in using these skills which can be developed through instruction and training.
4. Measurable – teaching skills can be measured by simple observation, by making observation schedule and check list.
5. Perception, cognition and action are three basic components of teaching skills.
There are numerous teaching skills that have been identified by various authors, but in the context of this course, nine basic teaching skills would be examined for onward use in the practical class of the microteaching exercise. These teaching skills include planning, set induction, presentation, stimulus variation, use of audio-visual media, reinforcement, questioning, silence & non-verbal cues and closure.

Study Questions

1. Define teaching in the context of Microteaching
2. Briefly describe the concept of teaching skills
3. Enumerate example of a teaching skill
4. What is the central request of a teacher from learners?

References

- Allen, D. W. & Ryan, K. A. (2016). *Microteaching*. Massachusetts: Addison-Wesley Publishing Company
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Planning: It involves having clear cut instructional objectives, and an appropriate planned sequence in the process of classroom instructional delivery. Planning a lesson requires that instructional objectives must be stated, learner's characteristics is of utmost importance, teaching methods to be adopted should be identified, consulting various materials or documents for updated knowledge, decision on the selection of necessary/appropriate instructional media



should be made and the learning environment should be considered in order to effect or facilitate learning for improved performance of the learners on exposure to assessment or evaluation procedure. Planning in microteaching alert the trainee to pre-lesson activities and encourages the habit of gathering all importance resources that would support the effective and efficient delivery of instructional activities.

Set Induction: Set induction is also called anticipatory set. Steps taken by a teacher to begin a lesson or other classroom activity. To introduce topic and get students focused and interested in the current lesson. When the learners are set, they are ready to learn. It is about getting ready and induced into the right frame of mind-set to learn. It is concerned with the ways of introducing the teaching and learning process. The essence of set induction includes:

- ✓ To arrest or gain the attention of the learners and prepare them into a state of readiness.
- ✓ To motivate the learners and get them interested in the lesson.
- ✓ To get students focused or think on what is to be learned.
- ✓ To suggest an approach of the lesson.
- ✓ To establish a link between what students had known before and what is introduced, moving from old to new materials and linking of the two.
- ✓ To establish a framework to assess the impact and effectiveness of a lessons
- ✓ To give meaning to a new concept or principle, such as giving examples.

Presentation: the art of performance based presentation skills in education depends on the ability to communicate essentially the major concept and lack of presentation skills can derail or distract the attention of learner. Presentation skill is the skill you need in delivering effective and engaging presentations to the learners. These skills cover a variety of areas such as the structure of the concept you want to teach, the systematic design or arrangement of contents, the tone and pace of your voice and the body language you employ in communicating with learners. Presentation skill in microteaching entails explaining, narrating, giving appropriate illustrations, examples and planned repetition where necessary.

Stimulus Variation: The skill of stimulus variation involves deliberate change in attention drawing behaviour of the teacher in order to secure and sustain students' attention to what is being taught. Attention tends to shift from one stimulus to other stimulus very quickly. A teacher should deliberately change their attention drawing behaviour in class. "what to change, when to change and how to change requires a skill on the part of the teacher for securing and sustaining attention at high level. Such a skill is named as skill of stimulus variation

Use of Audio-Visual Media: Visual aids make presentation interesting by bringing in variety. Verbal presentations supported by visuals provide concrete ideas and richer experiences. Research shows that learning has always been better when auditory reception is aided by visuals. The black board is one of the most commonly used visual aid. However, there are many other



types of visuals that can be used for various purposes on training programmes. given below are a few examples commonly found in teaching/training:

Audio-Visual: motion picture film, television, closed - circuit television (CCTV), video cassettes, etc.

Print: textbook, reference, magazines, documents, duplicated visual like supplementary readers, books & newspapers, clippings, written, materials

Projected Still Visual: overhead projector, slides, film strips

Non-Projected 3 Dimensional Visual: models, mock-up, globes, relief maps, specimen, puppets.

Non Projected-2 Dimensional Visual: pictures, cut-outs, maps, posters, charts, graphs, diagrams, cartoons, comics.

Reinforcement: The term reinforcement was introduced by Pavlov in 1903. The concept of reinforcement means getting the work completed by giving some incentives or rewards to certain individual. It also refer to anything stimulus which strengthens, encourage designated behavior, or increases the probability of a specific response. These are positive reinforcement, punishment reinforcement, extinction reinforcement and negative reinforcement.

Positive reinforcement: It involves giving a positive response when an individual shows positive and required behavior. The most common types of positive reinforcement are praise and rewards.

Negative reinforcement: it is systematic approach of taking something negative away in order to increase a response. Negative reinforcement encourages students to perform better so they can have an unpleasant condition removed from them.

Punishment reinforcement: refers to adding something aversive in order to decrease a behavior. For example: disciplining (e.g. spanking) the student, labour work, kneeling, etc., for breaking the school rules. Punishment can be equalized by positive reinforcement from alternative source.

Extinction Reinforcement: When you remove something in order to decrease a behavior is called extinction. You are taking something away so that a response is decreased. For Example: If a student no longer receives praise and admiration for his good work, he may feel that his behavior is generating no fruitful consequence. Extinction may unintentionally lower desirable behavior.

Delayed Reinforcement: This is done to reinforce a student later based on some earlier action. Through delayed reinforcement you show that action and contributions are not forgotten and that they have continuing importance For Example Directing a question to a student who has shown prior knowledge in the subject area. This is referred to as delayed reinforcement.

Questioning: A question is defined as any sentence which has an interrogative form or function. They are instructional cues or stimuli that convey to students the content elements to be learned and directions on what they are to do and how they are to do it. The ability to ask and answer questions is central to learning. The use of questioning skills in a systematic manner is important for interactive investigation in any subject. Classroom questions should be evaluated and analyzed since questioning is an important teacher behavior. Few simple questions testing



student's understanding and irrelevant statements which is not related to the concept being taught creates confusion and distraction. Questioning is a very important technique which every teacher should know thoroughly and it should be used to help students to recall facts and exercise their reasoning ability. Questioning is a logical procedure of problem solving. The teacher encourages the learners to seek more than one answer for a question, use it to achieve learning objectives and to assess student's understanding. It's a critical skill that can be used in any subject and any grade. There are four types of questions

1. Lower Order Questions – limited to memory level of thinking merely deal with mode of expression
2. Middle Order Questions- involve interpretation of concepts by comparison or explanation, application type questions
3. Higher Order Questions- encourage learners to think, to reason, to analyze, produce new ideas- analysis , synthesis & evaluation

Silence and Non-Verbal Cues: Silence means pause. Teacher remains silent without speaking anything. Nonverbal Cues includes those behaviours that convey meaning without words, for example smiles, facial expressions, gestures, body movements, head movements, etc. Silence is an effective tool that encourages learner's participation. The concept of pause in teaching provides a good discussion atmosphere, help learners in learning and to organize a more complete answer to presuppose questions.

Closure: It is a method of concluding a teaching session so as to bring out the relevance of what has been learnt, its connection with past learning and its application to future learning. Everything has a beginning and an end. Closure, is indispensable in teaching. Any lesson that is not closed does not have its full effects on the learners. A teacher begins the lesson with set induction and ends with closure. Closure is concerned with the ways of closing the teaching and learning process. There are different kinds of closure; instructional closure, cognitive closure and social closure. Instructional closure is when the lesson is completed and the teacher establishes the link between past knowledge and the new knowledge. Cognitive closure is when the students have reached closure and have successfully creates link between old and new knowledge. Social closure is the act of giving learners a feeling of achievement after a lesson and encouraging them to continue to strive and make improvements.

Study Questions

1. What are the activities carried out in planning teaching skill
2. Explain five types of reinforcement teaching skill
3. List the three types of questioning order
4. Explain the processes of closure teaching skill
5. Give comprehensive explanation on presentation skill
6. Distinguish between stimulus variation and set induction teaching skill



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Suggestion for Further Reading

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Note: This e-note template serves as guide to develop your note according to the topics taught in the course. The note and other information in this template are for topics in EDU 215. It implies that every topic in the course must have its respective note and other corresponding information.