



MICROTEACHING AS AN EFFECTIVE WAY FOR TEACHER TRAINING

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ABSTRACT

This paper is an attempt to study the effect of microteaching as an effective way for the training of quality teachers. The paper also looks into the important of education itself and how many authorities and government considered many ways and programs with main objective of providing a good and a quality education to their nations and communities for there no any meaningful progress can be achieved in any given nation if that particular nation is not educated or is having no quality system of education.

Keywords: *Micro, Teaching, Effective, Training, Teacher*

INTRODUCTION

Learning and teaching has been an old vocation in human life right from the inception of human being in this world. Human being starts learning from the time of his birth to the very time that he vacates the world, therefore, learning is a continues process in human life. Authorities have taking charge of teaching and learning of their respective communities and citizens through many systems of education that varies from one community or country or the other. There are three types of education coexisting in Nigeria; tradition education, Islamic education and western education; Traditional education is a kind of primitive education which existed long before even the coming of Islamic education in the country. Before the coming of Islamic education in Nigeria, there was a way the native people of the land follow in imparting education or any knowledge to the younger generation of any community. Traditional education comes in so many ways such as storytelling, practical teaching and learning by experience from the elder ones. Islamic education in the other hand, in unlike the traditional education it is a formal education which comes with its syllabus and full

curriculum. Islamic education was more popular in the northern part of Nigeria than any other part of the, though, Islam has made it way to many parts of the country apart from the north, especially the Yuruba land. Islamic education is well known in the northern Hausa land as *karatun zaure*, *karatun allo* or more recently as *tsangaya education*.

Western education system: this system or form of education came from the western colonial people who came to Nigeria for the purpose of colonization but that realized that there was need to teach the native people of the country the basic knowledge that will help them to easily interact with the people for were colonizing. From there above stated point, the western education got it way to the country and later become the official education of the country and their language of English was maintained as the official language of Nigerian government.

No country will record a meaningful development without providing good education to its citizens, because education is the bedrock for any development, no community will prosper without good education. Many programs and have been introduced in order to assure the attainment of that objective.

Nigeria has made so many efforts towards realization of good education to the citizens; these efforts including the establishment of Teachers Colleges, Colleges of education and Universities among others. There are so many other Institutions, programs and national policies that are meant for the training and retraining of teachers of different levels.

Microteaching is one of the subjects taught in the Nigerian higher institutions, it is which is meant for giving a better training to student teachers as a preparation for them to become professional teachers. Education students of the higher institutions are exposed to microteaching even before they later proceed for their teaching practice. Microteaching is a kind of teaching training where the student will come and teach a small number of students under the watch of a teacher, at the end of the session, corrections and other observation are made to the student teaching as ahead of his teaching practice program. A hardworking student can learn a lot of teaching techniques form microteaching, and it also serves a good room for starting to practicing what the students have learnt in the class in terms of teaching methods and all other issues that are related to the teaching, there it is important to look into this practice to see the

extend of its effect in preparing future teachers who are expected to provide good education to the community.

WHAT IS MICROTEACHING

Microteaching is a technique aiming to teacher candidates to the real classroom setting. (Brend & Thomson, 1996). Microteaching can also be defined as a teaching technique especially used in teachers' pre-service education to train them systematically by allowing them to experiment main teacher behaviors.

THE HISTORICAL ORIGIN OF MICROTEACHING

Microteaching technique was first developed and introduced at Stanford University as one part of an experimental teacher education program supported by the Kettering and Ford Foundations This program had as its main objective the identification of specific teaching behaviors which could be isolated as observable skills, as well as the development and testing of appraisal instruments to measure attainment of these skills The approach later became known as the 'component' or 'technical' skills approach to teacher effectiveness Acheson's simultaneous development of the possibilities of the videotape recorder, which also took place at Stanford, facilitated the identification of significant teaching skills by providing live recordings of those classroom behaviors best illustrating them, and also made available for the first time the potential for detailed feedback in teaching practice The technique which was developed to capitalize on the results of this joint research into the behavioral components of teacher effectiveness was called microteaching. A microteaching session, then, may be defined as a recorded teaching encounter in which the complexities of normal teaching are minimized by reducing the number of pupils taught and the length]of the lesson Subject matter content is presented in simplified concept form, as advocated by Gagne and de Cecco Here, concepts, or classes of stimuli likely to be most meaningful for particular age or ability groups of pupils, form the content of each lesson The type of concept taught is usually a 'class concept/ such as 'tree' or 'mammaP !Each concept has a number of attributes, or distinctive features, and those concepts with a large number of attributes are considered to be the most difficult to learn De Cecco (16) suggests that the teacher should therefore reduce the number of

attributes by ignoring some and emphasizing the most important, or by reducing them to patterns.

A further reduction of complexity is achieved by having the student teacher practice only one teaching skill at a time Each skill is divided into a set of sub-skills For instance, the skill ‘gaining pupil participation’ is considered to have three sub-components These are ‘set induction’ (opening the lesson with interesting initiating activities or by using novel frames of reference), ‘stimulus variation’ (the use of varying patterns of teacher animation and classroom interaction) and ‘achieving closure’ (ending the lesson with activities designed to provide pupils with a frame of reference by which they may organize and retain the main concept presented) The categories given above are those described by Berliner as being in use at Stanford, but other institutions classify skills and sub-skills differently.

The basic microteaching pattern thus consists of the practice by the student teacher of single clearly defined teaching skills, in a series of carefully planned encounters lasting five to ten minutes, [With a group of between three and ten pupils Each episode is videotaped, and may subsequently be viewed by the student teacher Opportunities are thus provided for immediate diagnostic evaluation of the student teacher’s performance. The student teacher himself, his peers, his supervisor, or even his pupils, may rate this performance on specially developed ‘skills appraisal guides. The sequence of teach/critique/reteach is the classical microteaching pattern evolved at Stanford University, but variations may occur. Microteaching programs may be linear or branching, and may utilize immediate or deferred reteach sessions Figure. In the linear microteaching program reliance is placed mainly on the critique and review sessions to ensure that a student has successfully assimilated a particular teaching skill, whereas remedial sequences are built into the branching program so that a student must master each individual skill in the microteaching setting before proceeding to the next.

From its inception, therefore, microteaching has been closely associated with two fundamental elements of behavioral learning theory programmed instruction and task analysis (9) Task analysis is the process by which skills unrelated to performance efficiency are eliminated and criterion behaviors’ which optimize efficiency are identified The ‘component skills’ practiced in microteaching are seen as the criterion behaviors of the teaching task. The

microteaching approach to the problem of teacher effectiveness may be said to be based upon the Skinnerian premise that if detailed sequences of sub-behaviors for teaching can be accomplished, and certain technical skills evaluated, it is logical to assume that student teachers can analyze these behaviors and incorporate them into their teaching repertoire.

The problem of teacher effectiveness is thus seen as a behavioral

Problem, and as one amenable to operational analysis within the controlled environment of the microteaching laboratory.

COMPONENT SKILLS OF MICROTEACHING

Teaching young people can be a fulfilling, yet demanding job. A combination of specific skills, knowledge and experiences are required to excel in the profession. There are a variety of teaching strategies that teachers can use to improve student learning. The Microteaching cycle starts with planning. In order to reduce the complexities involved in teaching, the student teacher is asked to plan a “micro-lesson” i.e. a short lesson for 5-10minutes which he will teach in front of a “micro-class” i.e. a group consisting of 3-4 students, a supervisor and peers if necessary. There is scope for projection of model teaching skills if required to help the teacher prepare for his session. The student teacher is asked to teach concentrating on one or few of the teaching skills. His teaching is evaluated by the students, peers and the supervisor using check-lists to help them. Video recording can be done if facilities permit. At the end of the 5 or 10 minutes session as planned, the student-teacher is given a feedback on the deficiencies noticed in his teaching methodology. Feedback can be aided by playing back the video recording. Using the feedback to help himself, the teacher is asked to re-plan his lesson keeping the comments in view and retech immediately the same lesson to another group. Such repeated cycles of teaching, feedback and re-teaching help the student-teacher to improve his/her teaching skills one at a time. Several such sequences can be planned at the departmental level. Colleagues and postgraduate students can act as peer evaluators for this purpose. It is important, however, that the cycle is used purely for helping the student-teacher and not as a tool for making a value judgment of his teaching capacity by his superiors. Micro-teaching has several advantages. It focuses on sharpening and developing specific teaching skills and eliminating errors. It

enables understanding of behaviours important in classroom teaching. It increases the confidence of the learner teacher. It is a vehicle of continuous training applicable at all stages not only to teachers at the beginning of their career but also for more senior teachers. It enables projection of model instructional skills. It provides expert supervision and a constructive feedback and above all it provides for repeated practice without adverse consequences to the teacher or his students. Micro-teaching 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 pupils. In this way the teacher trainee practices the teaching skill in terms of definable, observable, measurable and controllable form with repeated cycles till he attains mastery in the use of skill (Otsupius, 2014). One of the objectives of micro-teaching is to enable teacher trainees to learn and assimilate new teaching skills under controlled conditions and to enable teacher trainees to master a number of teaching skills.

PROGRESS IN MICROTEACHING

Micro-teaching is composed of four basic steps: briefing, preparation, teaching, and feedback. Step 1: Briefing: If a teacher trainee has never taken part in a microteaching session, a supervisor or a senior teacher will explain its concept and purpose. The supervisor will give a set of objectives for the trainee to accomplish, like developing a particular skill such as asking questions or explaining. The senior teacher may also give a short demonstration of a skill or go through topics like the best practices in teaching. All this will allow the teacher trainee to make the necessary preparations needed for the microteaching session. Step 2: Preparation- The teacher trainee will make a short lesson plan good for 5-10 minutes, depending on the length required by the supervisors. The lesson plan must be crafted to the objectives laid out by the supervisor or to improve a particular skill.

Step 3: Teaching – The teacher trainee will present the lesson plan to a small group of students or fellow trainees while being supervised by a team of senior teachers or educational experts. Occasionally, this supervisory team may also play the role of students – asking the teacher trainee questions and actively involving themselves in the lesson. While the lesson is going on, the supervisory team will evaluate the trainee's performance, the team will usually use

standardized evaluation forms to streamline the process. A video camera will also be running in the background to record the entire teaching session. Observation during the micro lesson is a learning experience. Step 4: Feedback – The supervisory team will meet to discuss their evaluation of the teacher trainee and whether or not the objectives of the microteaching session have been met. While they are meeting, the trainee may be allowed to review the footage of his or her presentation. When the supervisory team’s meeting has concluded, they will then meet with the trainee to give their feedback regarding the teacher trainee’s performance. The group should highlight the trainee’s best practices or best use of a certain skill along with areas that need to be improved. Concrete instances of the teacher trainee’s good and bad practices should be mentioned, they can review the video together to re-watch certain segments that highlight the strengths and weaknesses of the trainee. The team will then give suggestions like how to improve teaching skills or ways to handle different classroom situations. The trainee should also take this time to ask any important questions or to clarify a number of points given by the supervisory team.

Feedback in microteaching is critical for teacher-trainee improvement. It is the information that a student receives concerning his attempts to imitate certain patterns of teaching. The built-in feedback mechanism in micro-teaching acquaints the trainee with the success of his performance and enables him to evaluate and to improve his teaching behavior. Electronic media gadget that can be used to facilitate effective feedback is a vital aspect of micro-teaching (Teg. 2007), (Wikipedia). After the Session After the microteaching session, the teacher trainee must review the feedback and suggestions given by the supervisory team so that changes can be made to the trainee’s teaching style. The whole microteaching process can then be repeated to determine any if there I any significant improvement in the teacher trainee’s performance and to find out if there are any problems that still need to be addressed.

PHASES OF MICROTEACHING

There are three phases of the Microteaching procedure they are:

1. Knowledge Acquisition Phase (Pre-Active Phase): It includes the activities such as the teacher trainee

- being provided with knowledge about teaching skills.
- Being able to observe the demonstration of teaching skill, and
- Being able to analyze and discuss the demonstration of the teaching skill. 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/she learns about the purpose of the skill and the condition under which it proves useful in the teaching-learning process. He/she analyzes of the skill into components leading to various types of behaviors which are to be practiced. The teacher trainee tries to gain a lot about the skill from the demonstration given by the expert. He discusses and clarifies each and every aspect of the skill.

2. Skill Acquisition Phase (Inter-active Phase): It includes the activities such as the teacher trainee:

- Planning and preparation of micro lesson for a skill.
- Practicing the skill.
- Evaluation of the practiced skill (Feedback).
- Re-plan, Re-teach and re-feedback till the desired level of skill is achieved.

On the basis of the demonstration presented by the expert, the teacher trainee plans a microlesson, lesson for practicing the demonstrated skill. He practices the teaching skill through the Micro-teaching cycle and continues his efforts till he attains 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 behavior of the teacher trainee in the desired direction.

CONCLUSION

Education is the most vital instrument of development for any nation or community. Education can be said to have its history of existence since the beginning of life of human being. Any responsible government or authority must take education so important and very serious for it to record any meaningful development. There are so many ways of improving the system of education introduced by many authorities and government alike. There is teacher training as part of these programs and there is also the introduction of different schools that are only ment for training teachers. More so, Microteachig was also introduced and develop as part of the achievement of the gaol of accessing quality education to many nation and communities.

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