

MICROTEACHING SKILLS

1. Teaching is a cycle comprising 3 phases

- Pre active phase
 - Planning
 - Considering the objectives of the teaching
 - The characteristics of the people
 - Selects and organizer content
 - Determine the strategies and skills
- An interactive phase
 - Involves the teacher in a variety of patterns of activities
 - Interchange with students as the objectives of the teaching proceed.
- Post active phase
 - Evaluate if necessary new goal and plans are selected, the needs of the pupil diagnosed and follow up work determine

2. What is microteaching?

- Microteaching skills concentrates on the teachers' performance in the interactive phase of teaching.
- So it is variety of patterns of activities by the teacher interchange with the students during the delivery of content as the objectives of the teaching proceed in a teaching learning session.

3. Different Microteaching skills

- A numerous activities should be included in successful teaching. The following are the priority leading skills in teaching
 - Reinforcement
 - Variability

- Basic questioning
- Explaining
- Introductory procedures and closure
- Advance questioning

4. The skills of reinforcement

- The basic purposes of using the skills are:
 - To increase students attention
 - To motivate students' and to maintain motivation
 - To facilitate students' behavior
 - To control and modify disruptive students' behavior
 - To help the students to develop self management learning
 - To enable students to evaluate their own learning; and
 - To recognize students' achievements and efforts
- Component of reinforcement
 - Verbal reinforcement
 - E.g. Oh!! Well done!! Good, excellent, right.
 - Gesture reinforcement
 - E.g. hand movement, head movement, nodding, eye contact, smiling, pointing, writing the correct answer on the board.
 - Proximity reinforcement
 - E.g. sitting/standing beside students, come closure to students to listen something, moving around students.
 - Contact reinforcement
 - E.g. touching on head, patting on back
 - Token reinforcement
 - Drawing a star, offering small token gift
- Modes of usage
 - Whole group reinforcement
 - Personalized reinforcement

- Answering one's own question
- Questioning from chorus answering

5. Skills of variability

- The purposes of the skills of variability are basically concerned with attention, motivation and learning
 - To facilitate students' learning
 - To arouse, increase and sustain students' attention
 - To motivate students' and to maintain motivation
 - To provide opportunities for the functioning of curiosity
 - To build positive attitude
 - To promote learning by providing variety of activities
 - To increase students' attention
- Modes of usage
 - Teacher manner and style
 - Voice variation (pitch, volume, speed)
 - Gesture (facial, hand and body)
 - Pausing
 - Eye contact
 - Movement
 - Emphasis on significant points
 - Variation in the media and materials of instruction
 - Variation in interaction

6. Skills of basic questioning

- The purpose of questioning
 - Finding out the participants prerequisite knowledge
 - It is called established entry behavior
 - It is necessary so that the teacher can avoid repetition and target the level of presentation appropriately

- Revising a topic
 - Answer to question indicate the class ability to proceed a new topic or a warning to re-teach some older material before proceeding
- Stimulating thinking
- Promoting discussion
- Varying delivery
 - Help to break monotony
 - Questions give participants a break from listening only
- Managing and correcting group behavior
 - Question posed to specific participants can correct undesirable behavior i.e. talking while students are speaking inattentiveness, sleeping, etc.
- Checking of understanding
- Question approaches
 - Targeting questions
 - To groups or individual
 - Avoid directing question in a predictable sitting order
 - Directing question to the back, centre, front and corners of the room in a random fashion
 - Don't ask one or two people all the time
 - Delivery – to ensure that all participants consider the question
 - Ask the question
 - Pause for several seconds while looking around the group
 - Name the person to respond
 - Acknowledge answer
 - Praise the answer, say something like “that’s a sound answer”, well done/ just what I was looking for, rather than good, good, good, be sincere. Don't use the same response all the time.

- Ask the person or another participant to repeat the answer. If it is a good answer the repetition will draw attention to it.
- Do not echo answers all the time. If you do this, the group will not attempt to listen to the person responding.
- Ask another participant to comment on or explain further, the answer given.
- The key features of good question
 - Are brief and concise
 - Are prepared to rephrase questions
 - Are prepared to draw further responses from participants
 - Use variety of techniques
 - Redirect questions/responses (it mean that repeat to another participant to get better answer)
 - Provide feedback and reinforcement without repeating answers
 - Spread questions around the class

7. Skills of Explaining

- Explaining refer to a wide range of verbal behavior in the class room
- It deals to make something smooth and easy and also to make it intelligible and understandable
- Usually it designed to answer the questions “why”. But the questions “how” and “what” can also be answered by explanation
- Objective of explaining is to promote understanding
- Explanations needs planning
 - Determine/identify the kinds of explanation required
 - Analyse the topic into key concepts
 - Specify main links among concepts
 - Select suitable and relevant examples
- Presenting explanation
 - The process of explaining requires

- Clarity and fluency
 - Clarity covers the choice of vocabulary
 - Fluency concerns the smooth flow of language, with acceptable sentence structure and use appropriate linking words
- Emphasis
 - Use of voice and pausing
 - Repetition, Para phrasing or verbal cueing
- Use of examples
 - Appropriate and concrete
 - In sufficient quantity
 - Relevant to group's experience
 - Both positive and negative
- Organization
 - The process needs to be examined at several levels
 - Logical sequence
 - Examples clearly linked to generalizations
- Feedback
 - Opportunities for questions
 - Understanding of concepts assessed
 - Explanation process modified if necessary

8. The skills of introductory procedure (step 1 of Gagne events) and closure (step 8 & 9 of Gagne events)

- The skills of introductory procedure is very important for a teacher as it prepare the learners for the instructions
- It is also very important as a successful closing of a session helps in retention and transfer of knowledge in a variety of applicable situation
- The objectives

- To induce in pupil a state of readiness
- To suggest an approach of the lesson
- To establish linked what people know and what is introduced
- To assess the impact and effectiveness of a lessons
- Modes of use
 - Gaining attention
 - Arousing motivation
 - Structuring
 - Clarification and statement of aims and objectives
 - Statement about how to proceed to the task; and
 - Instruction about activities to be undertaken
 - Making links
 - To revise already known concepts or skills
 - To highlight what ought to be familiar
 - Reviewing
 - Recalling of main facts, skills and ideas covered in the lesson
 - Key points covered restated and emphasized either progressively or at the end
 - Summary provided where appropriate
 - Evaluating
 - Evaluating includes attempts by the teacher to see whether understanding or learning has occurred. Effectiveness of learning assessed by having group members
 - Use new concepts of ideas
 - Demonstrate newly acquired skills
 - Express opinions about the value of what was done
 - Evaluation can be used as a closure skill

9. Advance questioning

- It needs to develop technique which will make classroom more thought provoking, students responses more complete and the participation of students more extensive and self initiated
- Objectives/purposes of advanced questioning are
 - To assist people to develop abilities in acquiring, organizing, using and evaluating information
 - To encourage people to develop deep thinking
- Principles of advanced questioning
 - Pre composition of key questions
 - Purposeful sequencing of questions
- Modes of usage
 - Varying the level of cognitive level
 - Recall/knowledge questions
 - Higher order (taxonomy bloom)
 - Questions about feelings
 - Probing
 - For clarification of answer
 - For support or relevance
 - For examples or complexity
 - Encouraging people – advanced questioning encourages people to interchange of ideas and knowledge by
 - By direct invitation
 - Using buzz groups

10. There isn't one right way to present. Experiment to find out what nature, comfortable and effective for you. (Dr Neal Hartman)

11. At the end the group members appear satisfied that the time has been well spend, learning has occurred and the session has been off satisfactorily.