

Micro Teaching Skills

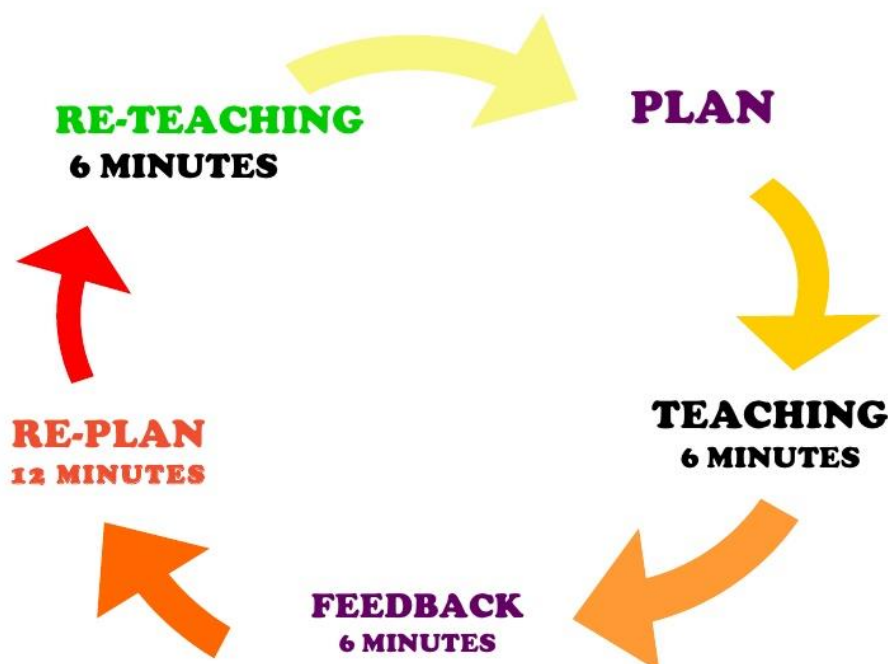
“WHEN ONE TEACHES, TWO LEARN”

- Teaching skills may be defined as a set of teacher behaviour which are especially effective in bringing about desired changes in pupil teachers.
- The activities and behaviours that facilitate learning in students are called teaching skills.
- Instructional techniques and procedures used by the teacher in classroom are known as teaching skills.
- Teaching skills is a set of strictly overt behaviours of the teacher (verbal and non-verbal) that can be observed, measured and modified.

Its 3 components –

- PERCEPTION- teaching skill have a perceptual component for observing and receiving feedback
- COGNITION- it refers to the behaviour or experience of knowing in which there is some degree of awareness, as in thinking and problem solving.
- ACTION- teaching skills demand every teacher to actually practice his/her perceived and acquired knowledge in an effective manner in the classroom

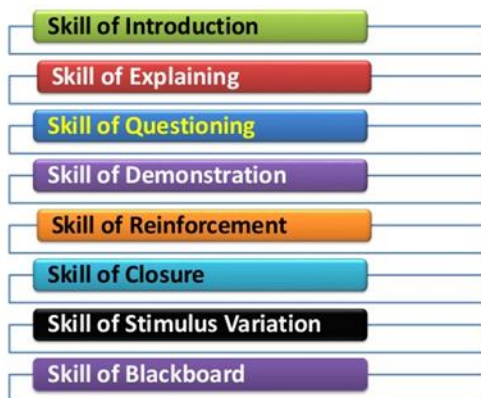
Micro teaching cycle-



CORE TEACHING SKILLS SKILL OF EXPLANATION SKILL OF STIMULUS
VARIATION SKILL OF QUESTIONING SKILL OF RESPONSE MANAGEMENT
SKILL OF ILLUSTRATION SKILL OF REINFORCEMENT

There are many types of micro teaching skill, few are few are mentioned:

Types of Microteaching Skills



The skill of introducing involves establishing rapport with the learners, promoting their attention , and exposing them to essential content.

Learning a new lesson is influenced by the process in which the lesson is introduced.

COMPONENTS

1. maximum utilization of previous knowledge of pupils

of the subject

General awareness

Devices and techniques of exploring

Link between previous and new knowledge

Creating situations

2. using appropriate devices –

examples, questioning, lecturing, audio-visual aids, demonstration, role playing

According to maturity level

3. maintenance of continuity-

sequence of ideas

Logical Related to students response

Linked with teachers statement

4. relevancy of verbal or non-verbal behaviour - by

- Testing previous knowledge
- Utilizing past experiences
- Establishing rapport
- Pin point aim of lesson
- Need & importance of lesson

5. Arouse interest-

- Introducing a surprise
- Telling a story
- Showing enthusiasm

6. Effectiveness

- ❖ Explaining is an activity which shows the relationships among various concepts, ideas ,events or phenomenon
- ❖ During teaching in a classroom , an explanation is a set of interrelated statements elaborating a concept being taught or learnt.
- ❖ The skill of explaining is defined as an act of bringing about an understanding in some one about a concept, a principle or a phenomenon.
- ❖ Explaining is essential a verbal skill and has two main aspects- selection of appropriate statements interrelating and using the selected statements

1)INTERPRETIVE EXPLANATION-to make clear the meaning of terms, statements, situation, concepts etc. What?

2) DESCRIPTIVE EXPLANATION-descriptions of objects, phenomena, structures, processes How?

3)REASON GIVING EXPLANATION- principles and generalizations and causes Why?

- ❖ DESIRABLE BEHAVIOURS Introductory statement Concluding statement Use of explaining links Use of visual techniques Interesting to the students Defining technical words Testing students understanding UNDESIRABLE BEHAVIOURS Irrelevant statement Lack of continuity Lack of fluency Vague words & phrases

- To draw and maintain students attention
- Give clue for the explanation
- Gives overall picture of explanation Introductory statement
- Towards the end to summarize

- Present consolidate picture
- To draw logical inference Concluding statement
- Certain linking words and phrases
- Bring continuity in statements
- Generally conjunctions or prepositions eg. As a result of, because, hence, therefore etc.
- “One picture is worth ten thousand words”
- Blackboard, charts, model, picture etc. Use of visual techniques
- Properly defined, If not explanation becomes difficult Technical words defined
- By giving examples from daily life
- Use simple sentences
- Different media of communication Interesting to students
- Asking appropriate questions
- Few simple questions Testing students understanding
- When not related to the concept
- Create confusion, distraction Irrelevant statements
- Break in sequence of ideas or information
- When statement is not logically related to previous
- There is no sequence of place & time
- Statements are irrelevant Lack of continuity
- When teacher does not speak clearly
- Incomplete and half sentence Lack of fluency
- Do not give explicit idea about concept
- Hinders students understanding
- For eg. May, actually, you know, somewhat Use of vague words and phrases
 - ❖ 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 •

✚ There are number of factors which have bearing on students attention-

- 1) INTENSITY
- 2) CONTRAST
- 3) MOVEMENT
- 4) EXTENSIVITY OR SIZE
- 5) NOVELTY
- 6) CHANGE
- 7) STRIKING OR UNUSUAL QUALITY
- 8) SELF ACTIVITY
- 9) SYSTEMATIC AND DEFINITE FORM
- 10) AUDIO VISUAL AIDS
- 11) TEACHER PERSONAL BEHAVIOUR

- . • Move in class
 - To check activities
 - Avoid aimless wandering Movements
 - Movements of the parts of the body to direct attention
 - Emphasizing on shape, size etc. gestures
 - Change in tone, volume, speed
 - Voice modulation Change in speech pattern
 - Direct students attention towards a point
 - Verbal, gestural, verbal cum gestural focussing
 - When two or more communicate with each other
 - T-T, T-P, P-P Change in interaction styles
- . • Deliberate silence during talk
 - Neither too short nor too long
 - Give time for answer pausing

Skill of illustrations

- When teacher changes sensory channel
 - Oral to visual switching, oral to oral -visual, visual to oral -visual Change in sensory focus
 - In experiments, dramatization, writing on blackboard Physical involvement of students
 - It involves describing an idea, concept, principle or generalizations by using various types of examples
 - The skill is defined as the art of judicious selection and proper presentation of the suitable examples in order to generalize a concept, idea or principle with a view of its understanding and proper application.

- Formulating relevant examples
- Relevant to topic
- Irrelevant examples will create confusion
- Are those which are based on previous knowledge
- Formulating simple examples
- Formulating interesting examples
- Attracts attention and curiosity
- According to age, maturity

- Using appropriate media for examples
- Non-verbal media of presentation- concrete materials, models, maps, charts, graphs, diagrams on blackboard, picture
- Verbal media of presentation- telling stories, anecdotes, analogies
- Using examples of inductive – deductive approach
- Inductive approach – examples to inferences
- Deductive approach – concept, idea or principle to examples

- Use of simple illustrations
- Relevant illustrations
- Exact and accurate illustration
- Avoid use of too many illustrations
- Proper handling
- Interesting illustration
- Avoid technical language
- Well prepared illustrations
- Timely presentation

Skill of Questioning

.• Questioning is a very important technique which every teacher should know thoroughly

- Questions are used to help students to recall facts, 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
 - The teacher uses questioning to achieve learning objectives
 - To assess students understanding
 - It's a critical skill that can be used in any subject and any grade
- .• Help the students display/test their knowledge
- Elicit desired information from students

- Develop subject matter in the class
- Enable students to analyze problems related to the topic being taught
- Enable students to apply their knowledge to a specific new situation
- Help students to evaluate for themselves their understanding of the concepts
- Motivate students to participate in the teaching learning process

There are three 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 children to think, to reason, to analyze, produce new ideas- analysis , synthesis & evaluation

•Rate of meaningful questions put per unit time by the teacher is called fluency of questioning.

•Meaningful questions are those which are relevant to the concept being taught 3 components structure process product

. 1) STRUCTURE OF QUESTION-

- ✓ A technique of formulation of questions the content and language used are important. Content means subject matter and language part refers to 5 aspects-
- ✓ a) Grammatical correctness- use grammar correct, unambiguous and simple language.
- ✓ b) Conciseness – refers to the minimal but essential length of question should be direct and straight forward.
- ✓ c) Relevancy – question which are not related to content being taught is irrelevant, suit mental level of student.
- ✓ d) Specificity – specific to content and should call for single answer.
- ✓ e) Clarity- in terms of content and language. It increases fluency.

. 2) PROCESS-

- ✓ process of formulating and asking question has more than one aspect-
- ✓ a) Speed of asking questions – not ask at low speed, in pieces and hurriedly.
- ✓ b) Voice of the teacher – should be audible and clear , in raised voice
- ✓ c) Pause – defined as the time or the period of silence given by the teacher just after delivery of question

- ✓ d) Style – properly modulated and pleasant tone and friendly manner

3) PRODUCT-

- ✓ students answer , depends on various factors –
- ✓ a) Not intelligent to understand the question
- ✓ b) Language may be difficult
- ✓ c) Not taking interest
- ✓ d) Inattentive in class
- ✓ e) Lack of rapport
- ✓ f) Lack previous knowledge

- Yes or no type questions- they encourage guess work
- Elliptical questions- are those which require completion to get answer
- Echo or Suggestive questions- are based on concepts or facts just taught. Not have useful purpose to encourage thinking
- Leading questions – supplies own answer
- Rhetorical questions – which emphasize over a particular point

1) PROMPTING-

means giving clues or hints to students.

- Leading from incorrect or no response to correct response.
- It consists of series of questions which help to develop correct response.
- Can help students for – self confidence, long retention, encouragement and clear understanding.

Skill of Reinforcement

REFOCUSSING-

it is used in a correct response to strengthen the response. Teacher compares one situation to other and for implication of response to more complex and novel situations.

REDIRECTION – when teacher puts same question to several other students for desired response. Used in case of no response , incorrect and incomplete response.

INCREASING CRITICAL AWARENESS - used in completely correct response for increasing critical awareness of pupils'. The pupil justify his response rationally.

- It is a type of conditioning in which reward or punishment reinforces the behaviour.
- It should come after the response

According to Skinner, “ if the occurrence of an operant (response) is followed by the presentation of a reinforcing stimulus , the strength is increased.”

If response is not reinforced it will extinct.

Two type of reinforcement 1) Positive- which strengthens the response 2) negative- whose withdrawal strengthens the behaviour.

According to Joshi, “ the skill of reinforcement can be defined as the art of learning the judicious and effective use of reinforcers by a teacher for influencing the pupils’ behaviour in the desired direction directed towards pupils’ maximum participation for realising the better results in the teaching learning process.”

DESIRABLE Use of positive verbal reinforcers Use of praise words Use of statements accepting pupils’ feelings Repeating & rephrasing pupils’ responses Use of positive non- verbal reinforcers Writing pupils’ responses on blackboard Use of non-verbal actions Use of extra verbal reinforcers

UNDESIRABLE Use of negative verbal reinforcers Use of discouraging words Use of discouraging cues and voice tones Use of discouraging statements Use of negative non-verbal reinforcers Wrong use of reinforcement.

Skill of Blackboard

BB or Chalkboard is real asset in class teaching as it serves to make direct appeal to child's senses and strengthens the retention.

The way of using blackboard is called skill of using BB.

Its importance is because of – 1) Clarity 2) Motivation 3) Wholistic picture 4) Variety

1) **LEGIBILITY**- when there is maximum ease in reading. Following characteristics-
a) Distinctness b) Spacing c) Slantness d) Size of the letters e) Size of the capital letters f) Size of the capital and small letters g) Thickness of the lines

2) **NEATNESS IN BLACKBOARD WORK**- a) Straightness of the lines b) Spacing between the lines c) No overwriting d) Focussing the relevant matter

3) **APPROPRIATNESS OF THE WRITTEN WORK ON THE BLACKBOARD**- a) Continuity in the points b) Brevity and simplicity c) Drawing attention and focussing d) Illustrations and diagrams

Judicious use

Accuracy

Checking the condition

Check the lightening

- Checking cleaning
- Chalks, duster
- Use of pointer
- Pressing the chalk
- To speak while writing
- Not to cover
- Erasing
- The skill is complementary to set induction. It is attained when major purposes, principles and constructs of a lesson or a portion of the lesson are judged to have been learnt and the pupils are able to relate new knowledge with the best. It is more than quick summary of the portions covered. Can use closure by drawing attention to the major points accomplished upto that point.

THANK YOU