

# ARAFA INSTITUTE FOR TEACHER EDUCATION

ATTUR P.O, THRISSUR



EDU 101 -  
MICRO-TEACHING

B.Ed COURSE 2018.....2020.....

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Optional Subject: ..ENGLISH .....

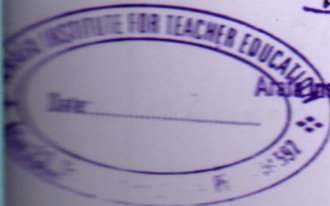
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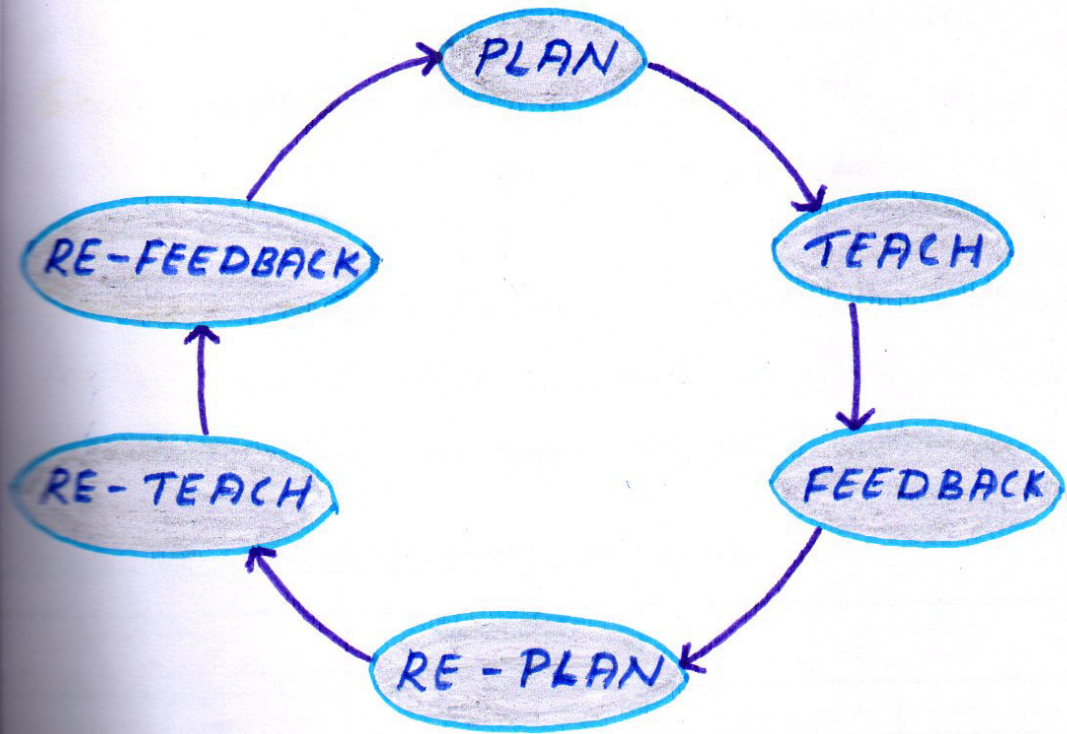
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## INTRODUCTION

Micro-teaching technique, first adopted at Stanford University, USA in 1966 by Dwight W. Allen and his co-workers, is now followed in many countries with modified and improved techniques. It is a training procedure for teacher preparation aimed at simplifying the complexities of the regular teaching process. Micro teaching is a scaled down sample of teaching in which a teacher teaches a small unit to a small group of 5 to 10 pupils for a small period of 5 to 10 minutes. Such a situation offers a helpful setting for a teacher to acquire new teaching skills and to refine old ones. Micro-teaching is a new design for teacher training, which provides trainees with feedback about their performance immediately after completion of

MICRO-TEACHING CYCLE



## MICRO-TEACHING PROCEDURE

Micro-teaching procedure involves three phases. They are:

1. **Knowledge acquisition phase**: Observing the demonstration of the skill and analysing it and discussing about the demonstration.
2. **Skill acquisition phase**: Preparing the micro lesson involving the skill and practising the skill while teaching.
3. **Transfer phase**: Evaluating performance through feedback, replan, re-teach and transfer of skill to actual class teaching in macro sessions.

### Phases of Micro-teaching procedure

Knowledge Acquisition Phase		Skill Acquisition Phase		Transfer Phase	
Observe	Analyse	Prepare	Practise	Evaluate	Transfer
The demonstration of skill by teacher	and discuss the demonstration	micro-lesson	the pre-determined skill	the performance of the trainee	the skill to actual teaching situation

## CORE TEACHING SKILLS

Teaching skill is a set of related overt behaviours of the teacher (verbal and non verbal) which are observable, definable, measurable, demonstrable and refinable through practice. The teacher uses teaching skills in pre-instructional, instructional and post instructional stages for achieving predetermined specific objectives.

Some of the skills are extensively used in routine teaching by all teachers. These skills are known as 'Core Teaching Skills'. Many experts in this field have listed core skills such as :

1. Skill of introducing a lesson
2. Skill of stimulus variation
3. Skill of explaining
4. Skill of achieving closure
5. Skill of using blackboard
6. Skill of probing questions
7. Skill of questioning
8. Skill of reinforcement

## LESSON PLAN - 1

Name of the teacher trainee : Anupriya M.U.	Class :- IX
Subject : English	Strength :- 10 students
Topic : Learning the Game	Date :- 19/9/18
Skill : Skill of introducing a lesson	Duration :- 6 mms
Teach/Re-teach: Teach	

### COMPONENTS OF THE SKILL

1. Using previous knowledge.
2. Using appropriate devices.
3. Continuity.
4. Uttering relevant statements.

TEACHER ACTIVITY	PUPIL ACTIVITY	COMPONENT
Teacher enters the class and establishes rapport.	Students greet the teacher and indulge in talk with her.	
Do you like sports?	Yes	✓
Which are the games you usually play?	Football, cricket, basketball, tennis, badminton.	

## CONCLUSION

As a part of our B.Ed curriculum, we had done our practical sessions on micro teaching. We had practised 5 core teaching skills and 2 link lesson practice. These practical sessions and feedbacks helped us to improve our teaching skills and confidence. It also helped us to know and practice the most important core skills in teaching.

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