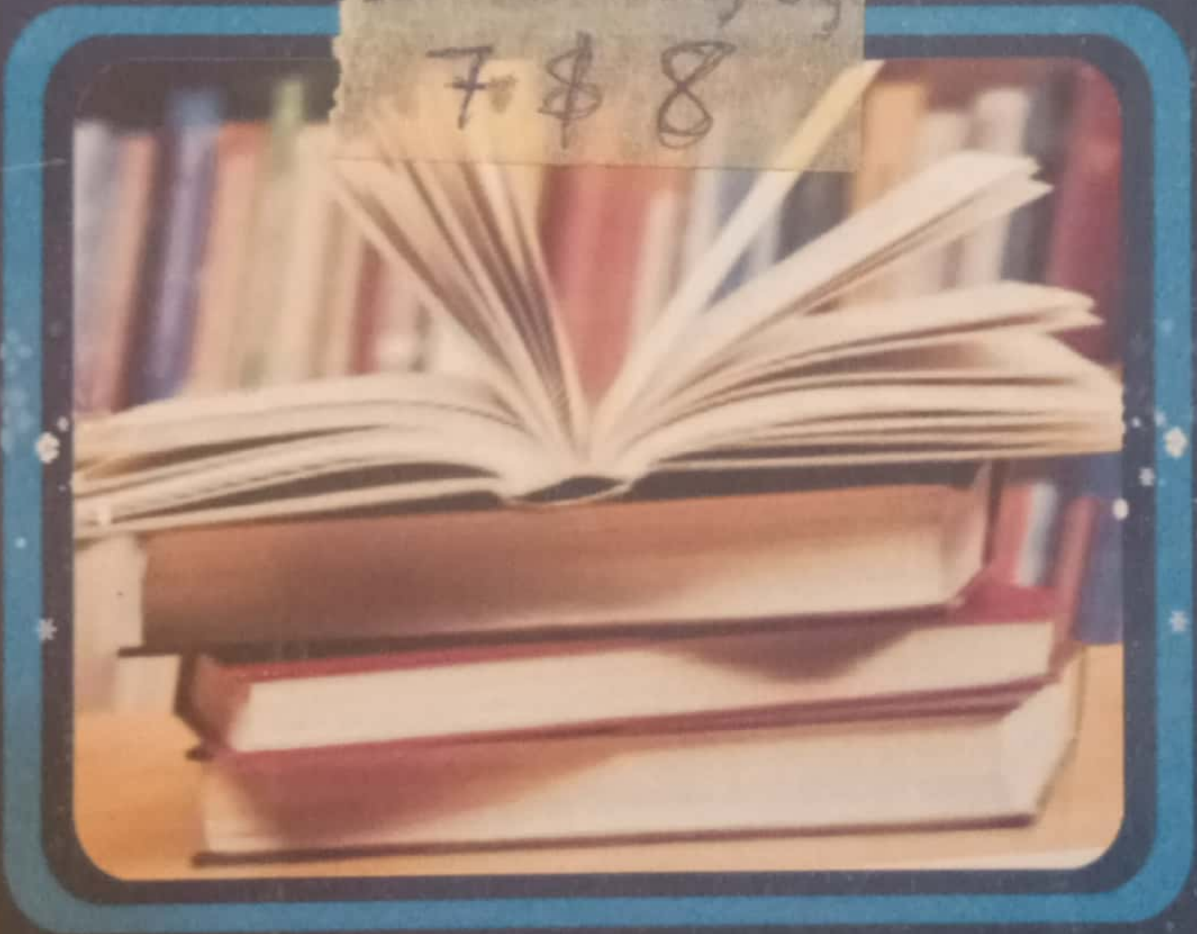


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**A GUIDE TO
EFFECTIVE MICRO/
TEACHING PRACTICE**

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CHAPTER ONE

INTRODUCTION

Teaching is an activity performed by an individual (who is the teacher) whose intention is to bring about learning. Teaching is an exciting and rewarding activity that is very demanding. Teaching requires that the practitioners clearly understand what should be done to bring about the most desirable learning in the learners and be highly proficient in the skills necessary to carry out these tasks. The role of teachers cannot be quantified, especially in training personnel in various areas of the workforce. Teacher needs to be properly educated and trained for professional efficiency and inculcated with a positive attitude that will enable him/her go through the training properly and come out well equipped for the responsibility ahead.

To provide professional education for teachers, colleges of education have been established almost all over the world. In Nigeria, teacher education programme exists in consonance with the various levels of education that is NCE and B.Ed. for colleges of education and universities respectively. All the teacher training institutions are not only imparting theoretical but also practical knowledge and skill in teaching different subject to prospective teachers. Before the end of the programme, teaching practice is carried out for practical application of theoretical understanding about different teaching methods learnt in school.

Teaching practice occupies a key position in the teacher education programme. It is an integral part of the teacher education programme which is geared towards preparation of new entrants into the teaching profession. Teaching practice exercise is to acquaint student teachers with the practical knowledge of teaching and learning process including lesson plan preparation, presentation, class management, communication skills, evaluation and the required personality of professional teachers.

From the foregoing, it can be inferred that teaching practice is a school based internship programme with the main aim of introducing prospective teachers to teaching and its routine under the guidance of qualified professionals to develop skills, attitudes and competence in the profession. The exercise provides trainees the opportunity to utilize the various

teaching methods in actual classroom conditions under constant supervision of competent and experienced teachers.

The concept of teaching practice is made clearer by looking at the objectives of the exercise. Some of which are enumerated below:

1. To provide prospective teachers with the opportunity of establishing an appropriate teacher-pupils relationship.
2. To provide an opportunity of evaluating the students potential as a teacher and suitability for the teaching profession.
3. To develop personal relationship with other administrators, teachers, parents and students.
4. To provide the future teachers with experience in school to overcome the problem of discipline and enable him/her develop method of control.
5. To provide an opportunity to put theories into practice and develop deeper understanding of educational principles and their implication in learning.
6. To enable the student teachers effectively plan and prepare lessons.
7. To develop skills in the use of fundamental procedures, techniques and method of teaching.
8. To develop desirable professional; interest, attitudes and ideas relative to teaching profession.
9. To enable students acquire desirable characteristics/traits of a teacher and to display appropriate behaviour.
10. To provide student teachers with opportunity to have teaching evaluation and to gain from constructive criticism.
11. To provide an opportunity for self evaluation and to discover one's strength and weakness.
12. To develop skill in future teachers related to teaching like fluent speaking meaningful reading, using blackboard and other teaching materials.

Currently, in Nigerian universities, teaching practice is a compulsory course in the faculties of education which forms part of the prerequisites for graduation. However, observations have shown that there is a decline in the quality of teaching practice being offered in the universities now. It appears that teaching practice as being currently run in the universities is considered as inadequate. There seems to be a lot of problems facing the prospective teachers in the course of carrying out the teaching practice exercise that seem to affect the effectiveness of the student teachers.

It is a period which provides opportunities under typical school conditions in selected cooperating schools for trainee teachers to secure experience in observing and participating activity in diverse educational activities of teaching in the school.

Microteaching is a teacher training technique that allows student teachers to practice and refine their teaching skills in a low-risk, simulated classroom environment. The method, also used for retraining or fine-tuning the skills of practicing teachers, was developed in the late 1950s and early 1960s by Dwight Allen at Stanford University. Microteaching is a concentrated, focused form of peer feedback and discussion that can improve teaching strategies. It was developed in the early and mid 1960's by Dwight Allen and his colleagues at the Stanford Teacher Education Program. The microteaching program was designed to prepare the students for their internships in the fall. In this early version of microteaching, pre-service teachers at Stanford taught part-time to a small group of pupils (usually 4 to 5). The pupils were high school students who were paid volunteers and represented a cross-section of the types of students the pre-service teachers would be faced with during their internships

How Microteaching Works

Microteaching sessions involve one student teacher, the class instructor (or school supervisor), and a small group of peers. These sessions allow student teachers to practice and polish their teaching techniques in a simulated environment before putting them into practice with students.

Using the teaching method, which was revised and simplified in the late 1980s and early 1990s, student teachers conduct a short lesson (usually 5-20 minutes in length).

Microteaching sessions focus on one teaching skill at a time. This singular focus provides the opportunity for student teachers to master each technique by planning and teaching the same lesson multiple times, making adjustments based on peer and instructor feedback.

Benefits of Microteaching

Microteaching provides ongoing training for student teachers and retraining for classroom teachers in a simulated environment. These practice sessions enable student teachers to perfect their teaching techniques before applying them in the classroom.

Microteaching sessions also allow student teachers to prepare for a variety of classroom scenarios, including working with students of different skill levels and socioeconomic backgrounds. Lastly, microteaching provides valuable opportunities for self-evaluation and peer feedback.

Disadvantages of Microteaching

Microteaching is considered one of the most effective techniques for teacher training, but it does have a few drawbacks. Most significantly, microteaching requires the presence of an instructor and a group of peers, which means that not all student teachers (or current teachers) can consistently complete microteaching sessions.

Ideally, microteaching sessions are repeated multiple times so that the student teacher can refine his or her skills. However, in larger education programs, there may not be time for all student teachers to complete multiple sessions.

The Microteaching Cycle

Microteaching is accomplished cyclically, allowing teachers to practice new skills in order to attain mastery.

Classroom Instruction

First, student teachers learn the basics of an individual through lectures, textbooks, and demonstration (via an instructor or video lessons). Skills studied include communication, explanation, lecturing, and engaging students. They may also include organization, illustrating lessons with examples, and answering student questions.

Lesson Planning

Next, the student teacher plans a short lesson that will enable him/her to practice these new skills in a mock classroom situation. Though the classroom environment is simulated, teachers should consider their presentation an actual lesson and present it in an engaging, logical, and understandable manner.

Teaching and Feedback

The teacher conducts the lesson for her instructor and peer group. The session is recorded so that the student can watch it later for self-evaluation. Immediately following the microteaching session, the teacher receives feedback from his/her instructor and peers.

Peer feedback should be specific and balanced (include observations on strengths as well as weaknesses) with the goal of helping the student teacher improve. It's helpful for peers to focus on their personal experience using "I" statements and to provide specific detail in their feedback.

For example, when providing constructive criticism, "I had trouble hearing you at times" is more helpful than "You need to speak louder." When offering praise, "I felt confident commenting because you made eye contact with me" is more helpful than "You engage well with students."

Re-plan and Reteach

Based on peer feedback and self-evaluation, the student teacher plans the same lesson and teaches it a second time. The goal is to incorporate feedback from the first microteaching session to master the skill being practiced.

The second teaching session is recorded just like the first. At the conclusion, the instructor and peers offer feedback, and the student teacher can watch the recording for self-evaluation.

Microteaching often results in better-prepared, more confident teachers with a strong working understanding of the skills they need in the classroom.