

# MICRO-TEACHING Vs SIMULATED TEACHING

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## ABSTRACT

*Teaching is very common action verve and every lay person has his own idea regarding teaching. There are many definitions and explanation of teaching as a process, proposed by various educationists. Teacher behavior relates to action, interaction and communication of teacher with the students. It is vitally important in teaching learning process. It has wide application in educational field as well. Many tools are used in psychology for behavior modification such as simulation, micro teaching, demonstration, practice teaching, interaction analysis, etc. Micro-teaching a tool helps the purpose of developing such skills. Simulation on the other hand is another important tool for modifying one's behavior. In this technique an artificial environment of real classroom is created where the trainee teachers are trained about all the skills at a time. Like micro-teaching there also exist immediate feedback effects which help a learner to modify his or her behavior. Simulation is relatively a recent technique, which can make transition from the course of work to the field experience and more continuous, and this bridges the gap between the theories of practice.*

*Key Words: Human Behaviour, Teaching Behaviour, Teacher Behaviour, Micro-teaching and Simulated Teaching*

## INTRODUCTION

Teaching is the application of science behind the art of teaching. Teaching will be effective when a teacher applies innovative teaching skills in the classroom. This innovative teaching skill is the application of science. In educational field various tools are devised for the requirement of innovative teaching. Behaviour modification constitutes an important part in psychology and it mainly deals with analysing and modifying human behavior. The two words-analysing and modifying have great impacts on education psychology and educational technology. Analysing means critically explaining the functional relationship between environmental events and a particular behaviour i.e. to understand the base for such behaviour or to determine why a person behaved as he or she did. A causal relationship exists between environmental events and a behavior. It has wide application in educational field as well. Many tools are used in psychology for behavior modification such as simulation, programmed instruction, micro teaching, demonstration, practice teaching, T-group training, reinforcement, interaction analysis, etc. In this unit we will mainly focus on micro teaching, simulation and flander's interaction analysis. Micro teaching was first developed at Stanford University. It is all about developing teaching skills in a controlled environment where the teachers practices different skill one at a time for better result.

## MICRO-TEACHING

The technique of micro teaching requires pupil teacher to come at a single point through the feedbacks that come from several session in the process. However the significant facts about the development of human capital in terms of education and skill depend on the competencies of a teacher. Therefore, a teacher is required to have the capability of imparting these competencies. To develop these competencies, a teacher must acquire some skill, especially skill of presenting the subject in a comprehensive manner before the students. Teaching is a complex procedure which requires good verbal and non-verbal skills. It includes various techniques in order to transmit knowledge effectively. With the rising sectoral growth, an effective teaching skill is required and micro teaching serves the purpose in that sense. It is innovative in a sense that it improves classroom attitude and behavior of a teacher. The concept of micro-teaching was developed by Dwight W. Allen in 1963 at Stanford University. The steps involved in micro-teaching technique are-

***Plan → Teach → Feedback → Re-plan → Re-teach → Re-feedback***

B.K. Passi has given the following list of Teaching Skills in his book “Becoming Better Teacher; Micro-teaching Approach”:

- Introducing a lesson
- Writing instructional objectives
- Fluency in questioning
- Explaining
- Illustrating with examples
- Probing questioning
- Stimulus variation
- Silence and non-verbal cues
- Increasing pupil participation
- Reinforcement
- Using black board
- Achieving Closure
- Recognizing attending behavior

#### **Definitions of Micro-teaching**

Micro-teaching had been define in different ways as follows-

- *Buch, M.B.* (1968), “teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in planned series of 5 to 10 minutes. It encounters with a small group of real students, often with an opportunity to observe the results on videotape”.
- *Allen, D.W. and Eve, A. W.* (1968), “Micro-teaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behaviour and to practice teaching under controlled conditions”.
- *Flanders, Ned A.* (1970), “Micro-teaching programme is organised to expose the trainees to an organised curriculum of miniature teaching encounters, moving from the less complex to the more complex”.
- *Cliff, J. C.* (1976), “Micro-teaching is a teachers training programme which reduces the teaching solution to simpler and more controlled encounter achieved by limiting the practice teaching to specific skill and reducing time and class size”.
- *B. K. Passi and M. S. Lalita* (1976), "Micro-teaching is a training technique which requires student teacher to teach a single concept using specified teaching skill to a small number of pupils in a short duration of time" their class”.
- *Passi, B.K.* (1976), writes that “the most important point in micro-teaching is that teaching is practiced in terms of definable, observable, measurable and controllable teaching skills” .
- *Singh, L. C.* (1977), “Micro-teaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five pupils for a small period of 5-20 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones”.
- *Dr Kulshrestha* (1979), “Micro-teaching is a developing trend under which content, teaching-time and teachers are reduced while teaching skills of pupils teachers are very well developed”.
- *Jangira* (1980), “Micro-teaching is a training setting for the student teachers where complexities of normal classroom teaching is reduced by practicing a particular teaching skill, for five to ten minutes on five to ten pupils using single concept”.

#### **Objectives of Micro-teaching**

The objectives of microteaching are as follows-

- To prepare trainee teachers in mastering teaching skill.
- To empower trainee teachers in assimilating teaching skills under controlled environment.
- To develop confidence among the trainee teachers.

#### **Principles of Micro-teaching**

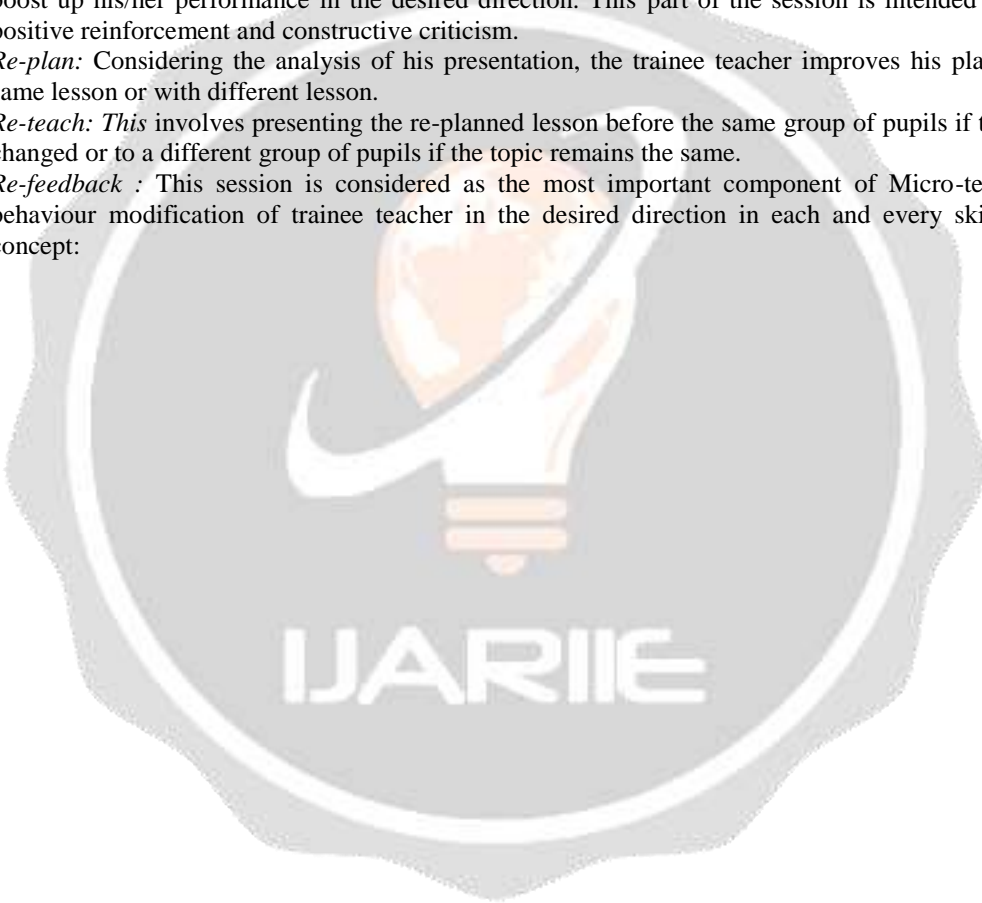
The principles of micro-teaching are as follows-

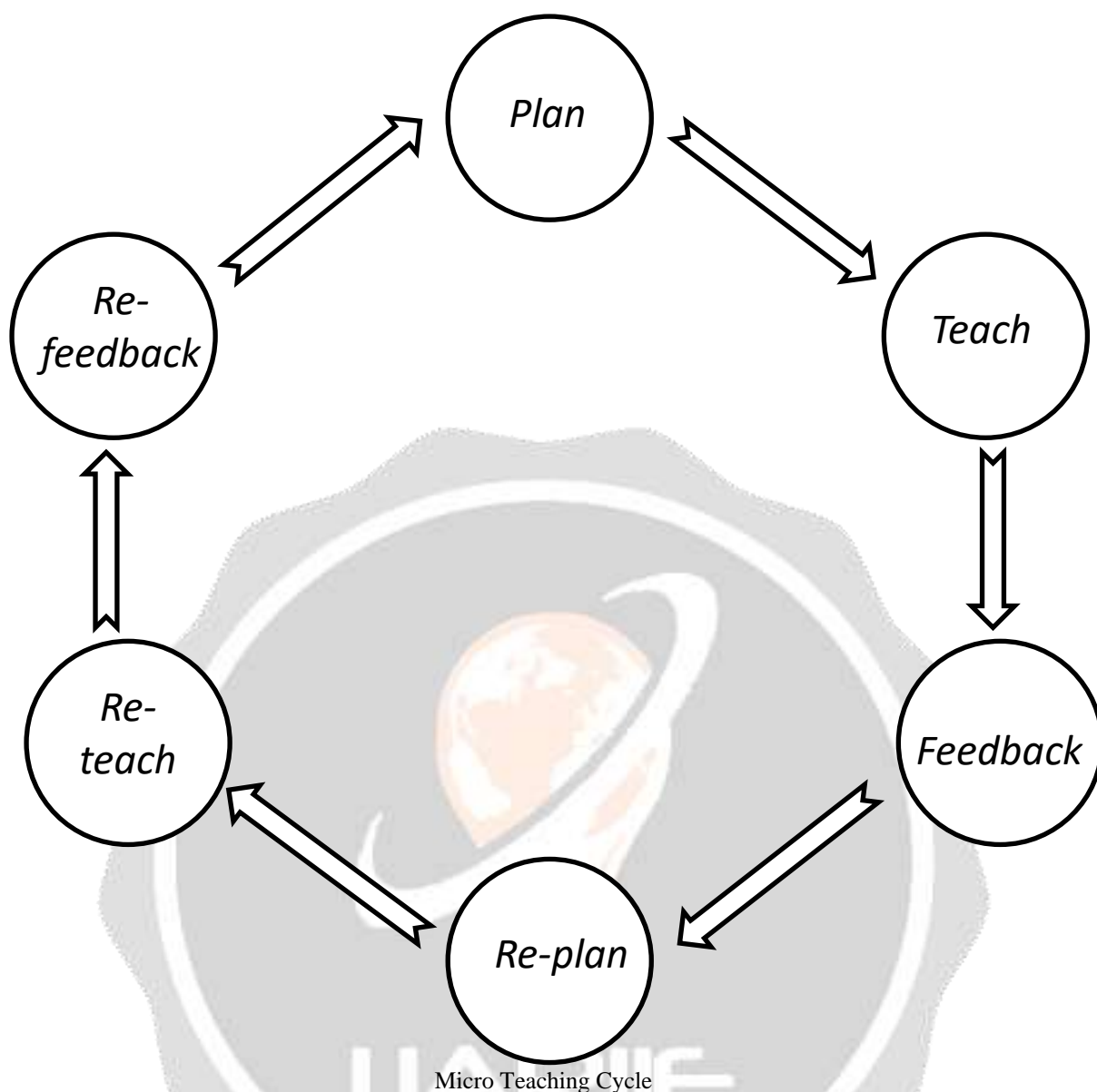
- *One skill at one time:* training on a particular skill is imparted until it is mastered.
- *Small scale content:* trainee teacher are advised to prepare their lessons within the given content.
- *Self evaluation:* watching the recorded version of the presentation helps self evaluation of a trainee teacher.
- *Self confidence:* focusing on a particular skill at one time until mastering helps a trainee teacher in developing self confidence.
- *Instantaneous feedback:* giving feedback to the trainee teacher immediately after his or her presentation is helpful in rectifying the mistakes.

**Micro-teaching Cycle**

In India, it is being used with great emphasis in all the teacher training programs of developing teaching skills and competencies among teacher trainees. The concept has subsequently been considered as important to expertise trainee teacher. The present chapter deals with the tool of Micro-teaching that helps to develop that skill.

- a) *Plan*: This involves the selection of a lesson with maximum margin for practicing the skill. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible. The peer group may be asked to focus their attention to particular elements of the lesson or of the teaching style.
- b) *Teach*: The teaching session comes after planning where the presentation is judged by the peer trainee and the supervisor within a specified time of 5 to 10 minutes. The presentation is recorded for further analysis. In the presentation, the trainee teacher uses the component of skill. However if the presentation is not visualized then the teacher should modify his or her behavior as the situation demands.
- c) *Feedback*: In the feedback session, the teacher trainee is told about his performance. The presenter is also asked to watch the recorded version of his or her presentation. This helps the teacher trainee to boost up his/her performance in the desired direction. This part of the session is intended to provide positive reinforcement and constructive criticism.
- d) *Re-plan*: Considering the analysis of his presentation, the trainee teacher improves his plan with the same lesson or with different lesson.
- e) *Re-teach*: This involves presenting the re-planned lesson before the same group of pupils if the topic is changed or to a different group of pupils if the topic remains the same.
- f) *Re-feedback* : This session is considered as the most important component of Micro-teaching for behaviour modification of trainee teacher in the desired direction in each and every skill practice concept:





### **Features of Micro-teaching**

The features of micro-teaching are as follows-

- Topic is limited to a small topic.
- Scaled down the complexities of real teaching technique.
- Repeated feedback improves the efficiencies of teachers.
- Duration of class hour is reduced.
- Effective tools like tape recorded or CCTV are used for preparing efficient teachers.
- Only one teaching skill is focused at a time.
- Individualized training as each individual is focused at a time.

### **Phases of Micro-teaching**

According to J.C. Clift and others, micro-teaching procedure has three phases:

#### **1. Knowledge Acquisition Phase (Pre-Active Phase): This is the first phase of micro-teaching**

The activities that are inculcated under this are-

- Observing the demonstration of teaching skill.
- Acquiring knowledge about teaching skills from different literatures
- Analyzing the demonstration of the teaching skill

#### **2. Skill Acquisition Phase (Inter-active Phase): This is the second phase of micro-teaching**

It includes the activities such as-

- Presenting the skill
- Planning and preparing a micro lesson for presenting different skill
- Evaluation of the presentation (Feedback)

- Re-plan, Re-teach and re-feedback till the desired level of skill is achieved

### 3. Transfer Phase (Post –Active Phase): Last steps of micro-teaching

It includes the activities such as-

- Integrating the different skill in normal class room teaching.
- The mastered skill is used in normal class room teaching.

#### **Advantages of Micro-teaching**

The advantages of micro-teaching are as follows-

- It helps a trainee teacher in mastering different skills like lecturing, questioning, rectifying, etc.
- It helps to develop a positive attitude among the trainee teacher as he had learned positive attitude in the feedback session of his presentation.
- It guides a trainee teacher to develop a systematic planning.
- It lessens a chance of mistakes of a trainee teacher as he or she learned the technique in a controlled environment.

#### **Limitations of Micro-teaching**

The limitations of micro-teaching are as follows-

- As micro-teaching is practiced in a controlled environment, it destroys creativity.
- It is not possible to develop different skill within a short period. In that sense it seems unrealistic.
- Three or four students in this teaching technique may de-motivate a trainee teacher and the teacher may lose their interest.

## **SIMULATED TEACHING**

The present unit is an attempt to focus on selective tools which is very helpful in modifying a teacher's behavior. Simulation is an age-old technique whose dictionary meaning is to imitate the operation of real-world processes or systems with the use of models. Long time ago this technique was used by soldiers for the strategy in the war. It has wide application in various fields like law, psychology, business and politics also educational technology. The technique is very common among the human while training adaptation with the environment to their young ones. Over the last fifty years this technique has stepped into the discipline of education and gained success. Effective teaching is a learning process where a teacher can modify his or her behavior by the use of feedback devices. All human beings are a teacher as well as student in this earth. However, the art of teaching varies from person to person. It is the science which helps a teacher to modify his art of teaching. Here, the science involves various teaching techniques that modify teacher's behavior.

#### **Definition of Simulated Teaching**

Simulated teaching had been define in different ways as follows-

*Broadbent* (1969), "Simulation is a means of allowing student to live vicariously. It enables the teacher to manipulate various courses of action and their consequences".

According *Webster's Dictionary*, Simulation means "Giving the appearance or effect of, to have characteristics of"

*Dhand* (1973), "Simulation provides a simplified version of reality: an approximation of reality".

*Klietsch*, (1973), "Simulation is a replica of a real world situation worth learning. An educational simulation permits a person to become a working member of the system, to set goals, to develop policies, to analyse information and make decisions".

*Ferik* (1975), "Simulations is considered a controlled representation of the reality, but the model upon which it is based need not be essentially a mathematical one".

#### **Objectives of Simulated Teaching**

According to *Flanders*, simulated teaching has the following objectives-

- To ask questions from areas, concepts and logical connections of those ideas those have been expressed by students previously.
- To provide reasons for praising or blaming.
- To summarize all that has been previously said by the students.
- To assist students to compare the consequences of alternative actions through speculation before discussions are arrived at.
- To guide constructive discussions.
- To organize student's ideas in terms of teaching objectives.

#### **Characteristics of Simulated Teaching Techniques**

The characteristics of simulated teaching are as follows-

- The characteristics of simulation is the low risk-input i.e., the learners are permitted to make mistakes.
- The technique is practiced under artificially created and controlled environment. In a mathematical model, this arrangement is like 'given' i.e. the independent variable in an experiment.
- The student teacher ratio is restricted between 5 to10.

- Another characteristic is the Teaching Aid which is the analysis of teaching act and of teaching situation.
- The conceptual structure of simulation varies with different disciplines. For example, to Economists, the conceptual structure is purely mathematical. 'Sets of social interactions' to the sociologists.

#### **Assumptions of Simulated Teaching Techniques**

The simulated teaching technique is based on certain assumptions which are as follows:

- The teaching procedures are analysed under different skills which can be defined, modified and practiced.
- Required behavior is practiced several times for best outcome.
- Role perception and role play help to identify different patterns of teacher behavior.

#### **Steps Involved in Simulations**

Simulation teaching technique is formulated on the basis of certain steps that have been recommended by Flanders. The steps involved are as follows-

- *Assigning role to the pupil-teacher:* This is the first step where the trainee teachers are assigned different role mainly, teacher, student and observer. All the trainees have to play the entire role.
- *Selection of teaching skills for practice:* Here the trainee teacher chooses a topic which contains most of the skills for practice.
- *Preparing a work schedule for practice:* A work schedule is prepared on the basis of the selected topic. The schedule contain the name of the persons who has been assigned different work like who will initiate the session, who will interact and at what time and who will conclude .
- *Taking decision regarding the procedure of evaluation:* in this step, decisions are taken on the types of data to be recorded and their way of interpretation.
- *Organizing practice session:* in the session, + on the basis of trainee's performance immediate feedback is given by the supervisors and also by the other fellow mates. Moreover, the data on trainee's performance is recorded for further evaluation. The session will continue till all the members had finished the first round of teaching practices.
- *Altering the procedure:* on the basis of the feedback given on the just previous step, trainee teachers prepare themselves for the second round of teaching. The role of the trainee teachers, the name of the topic and the skills are altered to provide equal opportunity to the trainee teachers to play all the roles. This cycle goes on until all the trainee teachers are trained.

#### **Advantages of Simulated Teaching**

The advantages of simulated teaching are as follows-

- Trainee teachers can play the role of a teacher, student and supervisor. So there is flexibility in role assignments.
- Immediate feedback is an important part of this teaching technique. This helps a trainee teacher to modify his or her behavior while teaching.
- Assigning different roles to a trainee teacher makes him or her conscious about their position.
- It helps a trainee teacher to tackle the unforeseen events which may arise in real classroom.
- Critical thinking and self-confidence are another important impact on the trainee teachers.

#### **Disadvantages of Simulated Teaching**

The disadvantages of simulated teaching are as follows-

- It is not economical in the sense that while setting up an artificial environment it requires a lot of labour, time and money.
- Practicing different skills in a simulated environment may not be feasible for some trainee teachers.

#### **CONCLUSION**

The concept of micro teaching was first developed at Stanford University by Acheson, Bush and Allen. A novice teacher through micro teaching defined as an experimental and analytical method of education training can boost up their teaching skill. The training procedure through specified teaching skill requires pupil teacher to reach a single concept using different feedback sessions. In India, NCERT, CASE and Indore University have taken initiative to develop different models of micro teaching. Simulated teaching is another method of training where a teacher can develop a particular skill one at a time. Here an artificial classroom is created and all the members in the group can play the role of teacher, student and supervisor. This method helps a teacher to diagnose a student's weakness and strength. Micro-teaching is elastic in a sense that it helps a trainee teacher to inculcate different skill and empower oneself. Micro-teaching will not be fruitful under inefficient supervision. The trainee teacher could analyze the training behavior in simulated condition. Simulated teaching technique is a practical application of what the trainee teachers learn theoretically in course of their training program. All trainees are not equally capable of performing all the roles.

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