



## A Study of the usefulness of Microteaching for untrained higher education faculties

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**Abstract:** *The aim of higher education is to transform students' conceptual understanding of disciplinary knowledge. In order to achieve this, more emphasis is given on the lectures as a pedagogy where most of the time it's one way communication with no variation in the delivery. This type of teaching makes the learning process monotonous even in higher education where the learners are adults. Teaching with skills makes the teaching learning process interactive, interesting, and receptive. But the current situation in higher education shows that the faculty is very good in their subject matter but is not trained with teaching skills. So the researcher feels that the micro-teaching training to higher education faculty will make the teaching learning process effective in order to achieve the aims of higher education. This study aims to explore the use of micro teaching for untrained higher education faculties in terms of effectiveness in teaching learning process*

**Key Words:** *micro teaching, higher education, untrained faculty.*

### 1. INTRODUCTION:

The economic prosperity and good quality of any nation depends upon the development of human resources of that nation. Development of human resource refers to the level on which the competencies are imparted. It largely depends on those who develop these competencies. Therefore, for this purpose we need highly competent teachers for imparting these competencies. It is essential that teachers imparting these competencies should have the capabilities to perform their task efficiently. For this they need to acquire the requisite skills. The faculties having strong methodological and field knowledge are also observed to have difficulties in putting their knowledge into practice. This is because the real classroom environment requires a lot more than what their theoretical knowledge may give to them. So this research was undertaken to study whether the faculties who have not taken any training of teacher education know the concept and importance of micro teaching.

### 1.2 NEED AND SIGNIFICANCE OF THE RESEARCH:

The art of teaching does not merely involve a simple transfer of knowledge from one to another. Instead, it is a complex process that facilitates and influences the process of learning. Quality of a teacher is estimated based on how much the students understand from his/her teaching. The pedagogic skill for teaching can be acquired only through more structured faculty training techniques. Micro teaching employs real teaching situations for developing skills and helps to get deeper knowledge regarding the art of teaching. "Microteaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behavior and to practice teaching under controlled conditions."

- D.W. Allen & A.W. Eve (1968)

Micro teaching is a scaled- down, simulated teaching encounter designed for the training of both pre service or in service teachers. Its purpose is to provide teachers with the opportunity for the safe practice of an enlarged cluster of teaching skills while learning how to develop simple, single- concept lessons in any teaching subjects. Micro teaching helps teachers improve both content and methods of teaching and develop specific teaching skills.

### 2. LITERATURE REVIEW:

J Res Med Sci(2013) conducted the research to see if Microteaching is an efficient technique for learning effective teaching. The paper discusses the concept and the framework of micro teaching. This paper describes



microteaching as an Efficient Learning Technique for Effective Teaching. Learning is a change in behavior, which is brought about by activity, training, or experiencing at any age. When the learner is more experienced, learning becomes more effective. The most important quality of the participants of microteaching sessions is the ability to give and receive constructive feedback with an open mind and achieves appropriate teaching-learning goals.

Pillai Deva (2015) concludes that Microteaching is a proven training method designed to help teachers acquire the required techniques and skills to make their classroom teaching better. Mentoring, coaching and model teaching from veteran colleagues or outsourced mentors / teaching consultants is critical to the successful development of new recruits and young teachers. When Faculty Development Programs create opportunities for in service candidates, both young and old, to learn from best practices, Microteaching creates a platform to analyze and reflect on their teaching.

## **2. MATERIALS:**

### **2.1 OPERATIONAL DEFINITIONS:**

- **Usefulness:** Usefulness has been studied in terms of understanding the need and importance of microteaching by the untrained faculty members
- **Microteaching:** Micro teaching is a training technique which requires trainees to teach a single concept using specified teaching skill. There are total 8 micro skills. The present research caters to 4 skills namely set induction, explanation, stimulus variation and questioning.
- **Untrained higher education faculty:** The faculties who have not undergone official training in teaching like B.Ed, D.Ed or other equivalent courses.

### **2.2 OBJECTIVES:**

- To know whether the participants are aware of teaching skills.
- To prepare the activity based lesson plans on Microteaching.
- To implement the programme.
- To study the effectiveness of the program through the opinions of faculty members about the usefulness of the teaching skills.

### **2.3 HYPOTHESIS:**

Microteaching will be useful for those faculties who have not been trained through teacher education.

### **2.4 SCOPE AND LIMITATION:**

- The present research is limited to micro teaching skills only.
- The present research is limited to the untrained higher education faculties.
- The present research is limited to the faculties of Symbiosis only.
- Micro teaching skills are limited to set induction, questioning, explanation and stimulus variation only.

### **2.5 SAMPLING:**

In the present research, incidental sample of 35 faculty members of Symbiosis were chosen. The group was heterogeneous. The faculty members were from various streams like Languages, Engineering, Human Resource Development, Science and IT, Marketing and Finance, product design Management, corporate governance, Electronics etc. The experience of teaching varied from 2 years to 15 years. The age group of the faculty members was from 30 to 45 years.

### **2.6 TOOLS FOR DATA COLLECTION:**

In the present research following tools have been used.

1. Questionnaire for objective 1
2. Opinionnaire for objective 4



## 2.7 TOOLS FOR ANALYSIS OF DATA:

In the present research, percentage was used.

## 3. PROCEDURE:

### METHOD:

1. The researcher had selected 4 skills namely set induction, explanation, stimulus variation and questioning.
2. Activity based lesson plans were prepared for these skills.
3. The questionnaire to know the awareness of the teaching skills was prepared.
4. Questionnaire was given to the participants to solve.
5. The programme was conducted.
6. Opinionnaire was administered.

## 4. ANALYSIS AND FINDINGS:

**For objective 1** - Data was obtained by giving questionnaires to participants. The analysis of data was done question wise which is as follows:

**Table1:**

<b>Have you come in this profession by Choice / Chance?</b>		
	<b>Choice</b>	<b>Chance</b>
<b>Total (31)</b>	28	3
<b>Percentage</b>	90%	10%

Almost all of the Participants have joined the teaching profession by Choice.

**Table: 2**

<b>Have you taken any professional training?</b>		
	<b>YES</b>	<b>NO</b>
<b>Total (31)</b>	8	23
<b>Percentage</b>	26%	74%

- 1) Most of the participants (74%) have not taken the training.
- 2) Only 8% say that they have taken the training but not B.Ed.

**Table: 3**

<b>Do you feel that training is necessary?</b>		
	<b>YES</b>	<b>NO</b>
<b>Total (31)</b>	31	0
<b>Percentage</b>	100%	0%



All the participants feel that training is necessary.

**Table: 4**

Are you aware of teaching Skills?			
	YES	NO	NOT OPTED
<b>Total (31)</b>	5	5	21
<b>Percentage</b>	16%	16%	68%

- 1) Only 16% participants are aware of teaching skills.
- 2) 5% are not aware of and rest of them did not even write anything.

Some of the skills mentioned are:

- 1) Motivating students.
- 2) Use of teaching aids.
- 3) Communication.
- 4) Body language.
- 5) Interaction.
- 6) Inductive –Deductive Approach.

**For Objective 4- Opinionnaire was given to the participants after the implementation of the program. Analysis**

**Table: 5**

Sr. No	Statement	Agree	Cannot say	Disagree	Total
1	Helped me develop awareness of my teaching competences	34	01	0	35
2	Gave me an opportunity to improve my skills on planning for instruction	30	04	1	35
3	Helped me discover my teaching strengths and weaknesses	22	13	0	35
4	Gave me an opportunity to learn by observing others	33	1	1	35
5	Helped me to learn how to organize and manage my time	30	04	1	35
6	Learnt the techniques of arousing curiosity of the students for the subject matter	32	1	2	35
7	Gained the knowledge of Blooms taxonomy in relation to questioning	30	5	0	35
8	Learnt inductive deductive ways of explaining the subject matter	33	2	0	35
9	Helped me in understanding the importance of non-verbal communication in teaching learning process.	35	0	0	35
10	Training of micro teaching should be part of Induction program in any university	35	0	0	35

**5. FINDINGS & RESULT:**



1. Almost all of the Participants have joined the teaching profession by Choice.
2. Most of the participants (74%) have not taken the training.
3. Only 8% say that they have taken the training but not B.Ed.
4. All the participants feel that training is necessary.
5. Only 16% participants are aware of teaching skills.
6. 5% are not aware of and rest of them did not even write anything.

Some of the skills mentioned are:

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## **6. DISCUSSION:**

The result of the research clearly shows that teaching is liked by participants but many problems like heterogeneous classrooms, lack of interaction, keeping involvement of students, attention of students, keeping students active etc. are faced by them. Awareness and training of Micro Teaching to teachers will definitely help maintain students' attention in the classroom. Only faculties of education get training in microteaching. Teaching is an art and is required for all the faculties of education be it Engineering, Medical, Management, Marketing/Finance, Human Resource Development etc. But teachers of these fields do not have the compulsion to get professional training. They just start teaching with the content knowledge of their subject. This makes teaching ineffective. If given training, the effectiveness of the Teaching Learning process may prove useful. This same type of research is cited in Microteaching: History and present status by James M. Cooper & Dwight W. Allen (1970)-A 3day workshop was conducted by James M. Cooper and David B. young. The participants were Engineering and Medical students. Teach-Critic – Reteach was followed. This feedback from participants revealed microteaching to be a unanimous success. Many participants were first apprehensive about participating but later on all agreed it was a helpful experience which was recommended for other teachers. Another research of microteaching comes from college teachers from Arye Perlberg at the university of Illinois Perlberg and O'Bryant, 1968; Perlberg, Tinkham, and Nelson, 1968). It was found to be very useful in analyzing their teaching.

The results of “After the workshop” reveal that all the participants liked the training and felt it important for teaching. Though they knew about skills like Questioning, details and sub-skills of the skills were unknown to them. The skill of Set Induction was totally a new concept to them which they found to be very important for teaching.

## **7. RECOMMENDATIONS:**

- 1) The micro-teaching component should be made compulsory as a part of Induction program for all those who are teachers irrespective of school or higher education to make the teaching-Learning process effective.
- 2) Micro teaching sessions should be more interactive, and the use of modern technologies should be encouraged.

## **CONCLUSION:**

- 1) Teachers of other professions like Languages, Engineering, Human Resource. Development, Science and IT, Marketing and Finance, product design Management, corporate governance, Electronics etc. though are in teaching profession have not taken any professional training.
- 2) Micro teaching is an efficient technique for learning effective teaching skill.

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