

Micro Teaching

Micro-teaching is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/ or students about what has worked and what improvements can be made to their teaching technique.

Teaching of a small unit of content to the small group of students (6-10 number) in a small amount of time (5-10 min.) is called microteaching.

Characteristics Of Microteaching:

1. In micro teaching the trainee can concentrate on practicing a specific, well- defined skill.
2. Micro teaching provides for pinpointed immediate feedback.
3. As micro teaching is scaled down teaching, there is no problem of discipline.
4. Less administrative problems arise as teaching sessions are organized with peers.
5. Micro teaching provides an opportunity to undertake research studies with better control
6. over conditions and situations.
7. Micro teaching can be used as an integral part of teacher training in India as sophisticated gadgetry is not a must.
8. Micro teaching is useful for developing teaching efficiency in pre service and in service
9. teacher education programmes.
10. Micro teaching can be either in real class room conditions or in simulated conditions.
11. The knowledge and practice of teaching skills can be given by the use of micro teaching.
12. Micro teaching is a training device for improving teaching practice and prepares effective teachers.
13. It focuses attention on teaching behaviour to modify and improve in the desired direction.
14. Micro teaching is an effective feedback device for the modification of teacher behaviour.

15. Micro teaching minimizes the complexities of the normal classroom teaching by scaled down teaching.
16. Micro teaching permits increased control and regulates teaching practice.
17. The demonstrations of model lessons in micro teaching are possible through video- lessons and short films.
18. E. Drawbacks (limitations) of micro teaching.
19. Micro teaching tends to reduce creativity of teachers.
20. Its application to new teaching practices is limited.
21. It requires competent and suitably trained teacher educators for its successful implementation.
22. Micro teaching alone may not be adequate. It needs to be supplemented and integrated with other teaching techniques.

Micro Lesson

Micro lessons are bite-sized modules that focus only on key elements or messages of a learning topic. Unlike traditional modules that take hours to get completed, micro lessons are designed for self-paced learning that can be completed only within five to ten minutes. Before we jump into micro teaching, let's break it down: A micro lesson is a small lesson built around one target you're aiming for your learners to achieve. Given the amount of content being learned, a micro lesson should take less than 15 minutes to complete. Having small lessons is key to the success of a learning plan because, as we've mentioned, the bite-sized content results in higher completion and retention rates, ultimately better learning results.

Simulated Teaching

Simulated Teaching is a teacher training technique which was developed by Donald R Cruickshank in 1968. It is denoted by several terms such as Role Playing, Artificial Teaching, Pilot Training, Laboratory method, Clinical method and inductive scientific method. It is one of the techniques being used currently in India as well as in other Countries for the modification of teacher behaviour. Simulated teaching is an artificially arranged teachers training technique which

helps the student teachers to learn the art and techniques through role playing. The dictionary meaning of simulation is the act or process of pretending or role playing. It is a kind of imitation of a particular appearance or form.

According to D. G. Ryans (1964), “simulation is an accurate representation of realistic situation”. The simulated teaching can be defined as mechanism of feedback device to induce certain desirable behaviours among pupil-teachers by playing the role of teacher in their own group as an artificial situation of classroom teaching.

Characteristics of Simulated Teaching:

1. Planning: Simulated teaching requires systematic advance planning to enable the students to display the desired behaviour (skills) after going through the training. Planning should be done while keeping in view the educational needs, interests, attitudes and pre-requisites of target group.

2. Involvement: the students are required to actively participate in all the activities. Simulated teaching demands a firm commitment and supportive behaviour on the part of the students.

3. Feedback: the quality and frequency of feedback plays an important role in simulated teaching. It brings the desired change in human behaviour. Simulated teaching allows the students to experience the consequences of their activities more quickly than real life situations. The immediate feedback thus received has more impact on their learning.

4. Control: simulated teaching is based on the system approach to achieve the specific objectives laid down before the students. Simulated teaching allows the teachers/trainees to determine what the students are to learn and in what sequence and under what conditions. To ensure full control over their learning, simulated teaching can be set in which the students solve or are encountered to relatively minor problems before they face those that are more serious and require greater skills and experience.

5. Time: Simulated teaching is goal oriented and flexible method of teaching. Depending on the objectives to be achieved time can be condensed or expanded, or both. If the objectives to be achieved are complicated or the skill to be

acquired is difficult, simulated teaching can be expanded over a number of sessions.

6. Safety: Simulated teaching minimises the risk in performing any activity in any artificial or mock or laboratory situation. Experience of performing operation of a patient, flying and driving an aircraft, fighting in a war and similar dangerous or risky situations can be given to them by providing artificial situations and mock trials.