

**BLOCK IV:
MICRO TEACHING
AND
CLASSROOM INTERACTION**

Unit 1 : Micro-Teaching

Unit 2 : Micro-Teaching Cycle

Unit 3 : Practice and Evaluation of Micro Teaching

Unit 4 : FIACS

Unit 5 : Practice of FIACS in the Classroom

UNIT- 1

MICRO TEACHING

Unit Structure:

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Micro-Teaching
- 1.3 Meaning of Micro Teaching
- 1.4 Definitions of Micro Teaching
- 1.5 Characteristics of Micro Teaching
- 1.6 Objectives of Micro Teaching
- 1.7 Main propositions of Micro Teaching
- 1.8 Importance of Micro Teaching
- 1.9 Summing Up
- 1.10 Answers to the questions of ‘Check Your Progress’
- 1.11 Questions and Exercises
- 1.12 References and Suggested Readings

1.0 Introduction:

Before going into detail regarding skills of micro teaching we need to understand the meaning of micro-teaching. Micro teaching represents an appropriate technique for helping the pupil teachers being trained in the colleges of education in their acquisition of the desired teaching skill. In this technique, the teacher trainees will develop different skills of teaching like skill of questioning, skill of introduction, skill of probing questions etc. This technique reduces the class size, time duration and content to be covered.

1.1 Objectives:

After going through this unit you will be able to–

- *understand* the meaning of micro teaching,

- *understand* the definitions of micro teaching,
- *know* various characteristics of micro teaching,
- *understand* the objectives of micro teaching,
- *discuss* the importance of micro teaching.

1.2 Micro-Teaching:

Training is a systematic and continuous process that enables the teacher to develop knowledge, skills, attitudes and behaviour through effective teaching, which includes effective instruction, demonstration, practice, planned experience and better evaluation procedure and techniques. According to Crow and Crow, “Learning is the acquisition of habits, knowledge, and attitudes.” It is very much clear from various definitions of learning that the modification of behaviour and formation of habits is called learning. Training of teaching creates different types of learning situations to motivate the pupils to learn the required matter and it assists in the growth of the child’s mind and matter.

1.3 Meaning of Micro Teaching:

Micro teaching is an important technique which imparts intensive training in the component skills of teaching to the teacher trainees. It is a learning process of teaching and a tool to help not only the teacher trainee but also the personnel involved in activities such as counseling, military management, leadership, vocational training, and training of medical personnel etc., to develop skills under controlled conditions. The term was originally used by Dwight. W. Allen and Robert Bush of Stanford University, California in 1963. It is comparatively a recent innovative method of teaching meant for the secondary school teachers.

Micro teaching goes to mean small form of teaching practice meant for teacher-trainees or the pupils’ teacher undergoing training. It is a scaled down, clinically controlled teaching programme in a simplified environment to develop specific teaching skills. Micro teaching aimed at bringing about desired changes in behaviour by acquiring new skills in teaching such as-

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use of blackboard, asking questions, illustration and presentation of the lesson, use of reinforcement, development of students participation in class room communication, etc. Micro teaching is not a substitute but a supplement to the teacher education programme.

To serve the purpose, the micro teaching classes are scaled down by reducing the class size to 5 – 10 students and economizing time to 5 – 10 minutes. The content of teaching is reduced to small unit in relation to the time factor. Observation is done by expert teacher-educator and sophisticated electronic equipments are used to record the teaching presentation to make necessary correction if needed.

The training institutions can train the teacher trainees to acquire effective teaching through various techniques. The pre requisite skills are used to teach common teaching, but the practice of the required skills through micro teaching is used to teach effective teaching. The pupils' teachers acquire necessary teaching skills through micro teaching. Paintal says about micro teaching, "we examine each teaching skill as though it were being put under a microscope or being seen through magnifying glass." According to him the teaching behaviour can be observed by teaching skills under microscope. A single skill cannot independently instill the required behaviour among the teachers. At the same time, one cannot attain perfection in all the skills at a time without practice one after the other.

1.4 Definitions of Micro Teaching:

The following definitions are very useful to know the significance of micro teaching.

- D.W. Allen (1966): "Micro teaching is a scaled down teaching encounter in class size and time."
- D.W. Allen and A.W. Eve (1968): Micro teaching is defined as a system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practice teaching under controlled conditions."
- Robert Bush (1968): "A teacher education technique which allows to apply well defined teaching skills to a carefully prepared lesson

in a planned series of 5 – 10 minutes encounter with a small group of real class-room students.”

- B.K. Passi (1976): “Micro teaching is a training technique which requires pupil-teachers to teach a single concept using specific teaching skills to a small number of pupils in a short duration of time.”
- Cliff and other (1976): “Micro teaching is a teacher-training procedure which reduces the teaching situation to simpler and more controlled encounter achieved by limiting the practice to specific skill and reducing teaching time and class size.”
- Miltza(1978): Micro teaching is an opportunity to present some things and then analyze the outcome; the two crucial elements are the ability to see oneself in action and analyze what was done.
- Jangira(1980): Micro teaching is a training setting for the students 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.
- N.K Singh and Ajith Singh (1982): “Micro teaching is a ‘scaled down teaching encounter’ in which a teacher teaches a small unit to a group of 5 pupils for a small period of 5 to 20 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and refine old ones.”
- Kumar (1996): Micro teaching is a design for teacher training, which provides trainees with information about their performance immediately after completion of their class.

1.5 Characteristics of Micro Teaching:

Micro teaching is a significant effort to make teacher education/ training programme by making it more scientific. The main characteristics of Micro teaching are as follows:

- i. Micro teaching is relatively a new experience or innovation in the field of teacher education. It is a training technique, not a teaching technique.

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- ii. It is a scaled down teaching encounter by-
 - a. Practicing one skill at a time
 - b. Reducing the class size to 5 – 10 students
 - c. Reducing the duration of the lesson to 5 – 10 minutes
 - d. Limiting the content to a single concept.
- iii. It is a highly individualized training device with a high degree of control in practicing a particular skill.
- iv. It is a new device of training the specific skills to the teacher trainees.
- v. Expert and trained teacher-educator is appointed to make clear observation of the teacher trainee while acquiring required skill in teaching.
- vi. In micro teaching, there is the provision of providing adequate feedback.

STOP TO CONSIDER

The term was originally used by Dwight. W. Allen and Robert Bush of Stanford University, California in 1963. It is comparatively a recent innovative method of teaching meant for the secondary school teachers.

1.6 Objectives of Micro Teaching:

Micro teaching basically aims at training the teacher trainees with certain skills for efficient and effective teaching. The main objectives of micro teaching are as follows:

- To enable the teacher- trainees to learn and assimilate new teaching skills under controlled conditions.
- To enable the teacher-trainees to gain confidence in teaching by mastering a number of teaching skills on a small group of students.

- To make use of the academic potential of teacher-trainees for providing much needed feedback.
- To derive maximum advantage with the available material, money and time.

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1.7 Main propositions of Micro of Teaching:

Allen and Ryan in their book on the subject give the following main propositions of micro teaching.

- Micro teaching is real teaching, although a teaching situation is constructed in which the students-teacher and pupils work together in a practice situation.
- Micro teaching lessens the complexities of normal classroom teaching. Class size, scope of content and time are all reduced.
- Micro teaching focuses on training for the accomplishment of specific tasks. These tasks may be the practice of instructional skills, the practice of techniques of teaching, the mastery of certain curricular materials or the demonstration of teaching method.
- Micro-teaching allows for the increased control of practice. In a micro teaching setting, the time, number of pupils, methods of feedback and supervision, etc., may be manipulated.
- Micro teaching greatly expands the normal knowledge of results or feedback dimensions in teaching. Immediately, after teaching a brief micro-lesson, the trainee is engaged in a critique of his performance. All his feedback can be immediately translated into practice when the trainee re-teaches shortly after the critique conference.

1.8 Importance of Micro Teaching:

1. Micro teaching helps a training institution in overcoming the hardship faced in the task of organizing students' teaching in respect of availability of pupils, classrooms and cooperation from the staff of the practicing school.

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2. The complex task of teaching is treated as a set of simpler skills comprising specific classroom behaviours that helps in proper understanding of the meaning and concept of the term ‘teaching’.
3. In micro teaching the student teacher concentrates on practicing a specific and well defined teaching skill consisting of a set of teacher behaviours that are observable, controllable and practicable.
4. It helps in reducing the complexities of the normal classroom teaching as it is a scaled down classroom teaching.
5. Micro teaching works as a laboratory exercise to focus training on the acquisition of teaching skill and instructional technique.
6. It saves time and energy of the student teacher and provides economy in mastering the teaching skills.
7. Provision of immediate and systematic feedback in behavioural terms to the student teacher is of utmost importance.
8. A student teacher may work for the development of teaching skills at his or her own pace depending on one’s teaching abilities that stresses importance on the concept of individual differences.

CHECK YOUR PROGRESS

Que.1: Define Micro teaching.

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Que.2: What is meant by the term micro-teaching? Discuss its nature and characteristics?

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1.9 Summing Up:

- Micro teaching represents an appropriate technique for helping the pupil teachers being trained in the colleges of education in their acquisition of the desired teaching skill.

- Training of teaching creates different types of learning situations to motivate the pupils to learn the required matter and it assists in the growth of the child's mind and matter.
- Micro teaching focuses on training for the accomplishment of specific tasks. These tasks may be the practice of instructional skills, the practice of techniques of teaching, the mastery of certain curricular materials or the demonstration of teaching method.
- A student teacher may work for the development of teaching skills at his or her own pace depending on one's teaching abilities that stresses importance on the concept of individual differences.
- Micro teaching works as a laboratory exercise to focus training on the acquisition of teaching skill and instructional technique.

1.10 Answers to the questions of 'Check Your Progress':

Answer 1: Refer to point no. 3 of the study material.

Answer 2: Refer to point no. 1 and 5 of the study material.

1.11 Questions and Exercises:

1. "Micro teaching is a scaled down teaching encounter." Discuss the statement and enumerate the nature and characteristics of micro-teaching?
2. What are the main propositions of micro teaching?
3. Mention the importance of micro teaching.

1.12 References and Suggested Readings:

- Aggarwal J.C : *Essentials of Educational Technology*; Teaching learning innovation in education; Vikas Publishing house Pvt ltd;2006(second edition)

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- Aggarwal J.C: Principles, *Methods and Techniques of Teaching*; Vikas Publishing house Pvt ltd;2013(second revised edition)
- Mangal, Dr. S. K: *Foundation of Educational Technology*, Tandon Publication, Ludhiana, 2001.

UNIT-2

MICRO TEACHING CYCLE

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Unit Structure:

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Organizational Procedure in Micro Teaching
- 2.3 Micro Teaching Cycle
- 2.4 Phases/Activities/Components of Micro Teaching
- 2.5 Development of Teaching Skills
- 2.6 Comparison between Micro Teaching and Traditional Teaching
- 2.7 Summing Up
- 2.8 Questions and Exercises
- 2.9 References and Suggested Readings

2.0 Introduction:

Micro teaching goes to mean small form of teaching practice meant for teacher-trainees or the pupils' teacher undergoing training. It is a scaled down, clinically controlled teaching programme in a simplified environment to develop specific teaching skills. Micro teaching aimed at bringing about desired changes in behaviour by acquiring new skills in teaching such as- use of blackboard, asking questions, illustration and presentation of the lesson, use of reinforcement, development of students participation in class room communication, etc. micro teaching is not a substitute but a supplement to the teacher education programme. The main aim of micro teaching basically aims at training the teacher trainees with certain skills for efficient and effective teaching.

2.1 Objectives:

After going through this unit you will be able to understand the—

- organizational procedure in micro teaching,
- micro teaching cycle,
- phases/activities/components of micro teaching,
- development of teaching skills,
- comparison between micro teaching and traditional teaching.

2.2 Organizational Procedure in Micro Teaching:

Micro teaching involves a series of teaching procedures for acquisition of required teaching skills.

They are—

- i) **Explaining the skill:** Prior to the actual teaching encounter in the class-room, the teacher trainees receive a clear concept of the nature of the skill.
- ii) **Demonstration:** Relating to the concept of requisite teaching skill, necessary physical demonstration is presented to the trainees by showing the video recording collected for the purpose.
- iii) **Preparation of the lesson-plan:** Prior facing the class-room, the teacher-trainee prepares the lesson plan that serves as guide to his/her teaching considering the scheduled time limit of 5 – 10 minutes.
- iv) **Teaching encounter:** After the preparation of the planned lesson, the teacher-trainee encounters the classroom to present the content as per the lesson plan.
- v) **Feedback:** After completion of the classroom teaching, the feedback session begins. The teacher-trainee receives

necessary suggestions regarding improvement or to make the presentation more effective. Feedback is considered as an important step in micro teaching.

vi) Re-planning: Feedback may reveal necessary modifications or corrections to the lesson plan presented. Accordingly, the teacher-trainee re-plans or re-arranges the lesson plan in the light of the expert suggestions.

vii) Re-teaching: The re-planned lesson is re-presented to the students for the same duration of time. Re-teaching may claim to have more improved presentation over the earlier presentation.

viii) Re-feedback: Re-teaching is again followed by re-feedback. It is believed that repetition helps in elimination of the error that leads to more perfection in learning the skill.

2.3 Micro Teaching Cycle:

Based on the organizational procedure, micro teaching can be concluded that micro teaching should follow a cycle as mentioned below:



Schematic diagram of cycle of micro teaching

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The duration of the micro teaching cycle is as follows:

I. Teach	6 minutes
II. Feedback	6 minutes
III. Re-plan	12 minutes
IV. Re-teach	6 minutes
V. Re-feedback	6 minutes
Total	<u>36 minutes</u>

STOP TO CONSIDER

Micro teaching cycle is based on the organizational procedure of micro teaching. It is a scaled down, clinically controlled teaching programme in a simplified environment to develop specific teaching skills.

2.4 Phases/Activities/Components of Micro Teaching:

According to J.C Clift and others, micro teaching procedure has three phases. N.K Jangira and Ajit Singh also present these phases as under three heading- (i) Knowledge Acquisition Phase; (ii) Skill Acquisition Phase; and (iii) Transfer Phase. They are discussed in detail below:

- (i) **Knowledge Acquisition Phase:** in this phase, the student- teacher attempts to acquire knowledge about the skill-its rational, its role in classroom and its component behaviour. For this he reads relevant literature. He also observes demonstration lesson-mode of presentation of the skill (modeling). The students-teacher gets theoretical as well as practical knowledge of the skill.

It involves two major activities-to observe demonstration skill and to analyze and discuss demonstration.

- (ii) **Skill Acquisition Phase:** On the basis of the model presented to the student- teacher, he prepares a micro teaching cycle. There are two components of this phase: feedback and micro-teaching. Micro teaching setting includes conditions like size of the micro-class, duration of the micro lesson, supervisor, types of students etc.

Three activities are performed under these phases in the following sequence- to prepare lesson plan; to practice teaching skills; and to evaluate the performance.

- (iii) **Transfer Phase:** here he student-teacher integrates the different skills. In place of artificial situation, he teaches in the real classroom and tries to integrate all the skills.

CHECK YOUR PROGRESS

Que. 1: Write on the organizational procedure and the micro teaching cycle.

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Que. 2: What are the different phases of micro teaching?

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2.5 Development of Teaching Skills:

Primarily, micro teaching aims at the development of teaching skills involved in the task of teaching. The different skills involved in the task of teaching involve specific component behaviours and thus need special dealing for its practice and development. Below, we shall discuss the processes of developing different teaching skills-

A) Skill of Introducing the Lesson:

This skill may be defined as, “proficiency in the use of verbal and non-verbal behaviour, teaching aids and appropriate device for making the pupils realize the need of studying the lesson by establishing cognition and affective rapport with them”. The following component behaviours are involved in this skill—

- i) Teacher-trainee is able to utilize the previous knowledge and experience of the students.

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- ii) To maintain continuity of information and ideas in the introduction of the lesson.

Let us discuss the above two components in detail-

- i) **Utilization of Previous Knowledge:** Knowledge or experience acquired through formal or informal education, direct or indirect experiences or the previous knowledge is the basis of the new learning. One cannot teach in vacuum. Thus, a teacher has to acquire the art of utilising the previous knowledge of the students.
- ii) **Use of Appropriate Devices or Techniques:** A teacher must acquire the ability to use appropriate devices or techniques while introducing a lesson. Questioning, narration, storytelling, audio-visual aids, demonstration or experimentation, dramatization or role playing, excursions, etc. can be used by the teacher while introducing a new lesson.
- iii) **Maintenance of Continuity:** The continuity of ideas or information is essential for a proper introduction of a new idea or information. The main parts of the introduction should be logically sequenced.
- iv) **Relevance of Verbal or Non-Verbal Behaviour:** A teacher should try to observe relevancy in his/her verbal or non-verbal behaviour. What is to be stated, asked, demonstrated, dramatized or illustrated should contribute maximum towards the introduction of lesson in some of the following ways—
- Testing of the previous knowledge
 - Utilization of the past experiences
 - Establishing cognitive and affective rapport with the pupils
 - Making the pupil feel the need of studying the lesson
 - Highlighting the aims of the lesson

B) Skill of Probing Question:

The success of questioning lies in evoking desired response from the students. However, questioning is considered to be a major device in teaching-learning. The skill of probing questions may be defined as, “an art

of response management comprising a set of behaviours or techniques for going deep into pupils' responses with a view to elicit the desired responses".

The skill of probing question consists of the following component behaviours or techniques:

- a) Prompting
- b) Seeking further information
- c) Refocusing
- d) Redirection
- e) Increasing critical awareness

Below we shall discuss the above mentioned components in detail-

- a) **Prompting:** In teaching-learning situation prompting refers to the cues or hints provided by the teacher through well framed question to a pupil for arriving at the desired response from the undesired situations like no response, incorrect, partially correct or incomplete responses. Here, the teacher himself does not provide the answer to the question asked in the class-room but tries to manage the situation by giving prompts.
- b) **Seeking further information:** In case of incomplete responses, this technique is applied. This is a technique of getting additional information from the responding pupil to reach the level of desired responses from the incomplete or partially correct responses.
- c) **Refocusing:** To strengthen the correct response given by the pupil, this technique is used. Here, the teacher asks the responding pupils to relate their responses to something already studied by them or to consider implications of their responses in a more complex and noble situations.
- d) **Redirection:** In case of 'incomplete' or 'no response' situations, the technique of redirection is used. This technique helps the teacher in the task of probing by prompting or seeking further information with the help of several pupils.
- e) **Increasing critical awareness:** This technique is used in case of 'correct response' to increase the critical awareness in the pupil. The

teacher asks the pupil to make proper assumptions or justifications of the correct responses to increase the critical awareness in the pupil.

C) Skill of Illustrating with Examples:

Many a times the teacher faces difficulty in making the students understand some abstract ideas, concept, principles, theories, etc. In such situations the teacher may resort to some other processes in addition or despite to lecture or description. Some of the processes are-

1. The teacher tries to illustrate the abstract ideas, concept, principle, theories, etc. by citing suitable example at the beginning.
2. The teacher repeats the process of illustration by put forwarding various other related examples.
3. The teacher asks the students to give examples related to the concept to verify whether the students have understood the concept or not.

The technique of illustrating with examples may be done through giving analogy, telling story or incidents, showing objects, models, pictures, diagrams, maps, charts, demonstrating experiments based on the pupils' experiences, etc.

Thus, the skill of illustrating with examples is the art of judicious selection and proper presentation of the suitable examples in order to generalize a concept, idea, principle or theory with a view to its understanding and proper application. The main components of these skills may be outlined below-

1. Formulating relevant examples
2. Formulating simple examples
3. Formulating interesting examples
4. Using appropriate media for examples, and
5. Making use of inductive-deductive approach

D) The Skill of Narration:

Narration is an artistic skill that needs to be cultivated by a teacher for professional efficiency. It goes to mean story telling or giving accounts of events to others verbally. Its purpose is to present a clear, vivid and lively visual picture in mind of the listener about an event that needs to be retained. Narration should help to re-construct the happenings of an event through use of auditory image in mind. To serve this purpose the teacher should have the skill of using the art of spoken language in a naturally lively and spontaneous way. It is easier than explanation but the specific art of speaking is very much needed here. It involves the use of visual image transformed into spoken language in the form of pictorial word image with the artistic skill of delivery.

The skill of narration requires the following specific abilities-

1. Ability of forming and keeping better mental image in mind.
2. Ability of reviving the image without any distortion.
3. Ability of using appropriate language in giving expression to visual image in mind.
4. Simplicity and spontaneity of verbal expression.
5. Artistic and somewhat dramatic style of expression.

E) Skill of Using the Blackboard:

Although the modern education system is influenced by technological advancements, the use of the blackboard and chalks could not be underestimated. Teaching skill even today essentially includes the skill of the teacher in using the blackboard. A school must have blackboards even if other sophisticated teaching aids are not available. The blackboard can yield maximum output of teaching. The use of blackboard makes the teacher and the students equally alive and active in their respective roles.

In order to make effective educative use of the blackboard, the teacher should take into consideration of the following points—

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1. It should be used by the teacher to arouse attention of the pupil towards the lesson.
2. The teacher should pinpoint the major points and summary in the blackboard.
3. Training in good handwriting and correction of spelling mistakes should be attempted through the use of blackboard.
4. To serve the purpose of stimulus variation in teaching, the teacher may make use of blackboard.
5. Students with hearing impairment may partially be helped by using the blackboard.
6. Teacher may remove the monotony of verbal instruction and make teaching more flexible through its use.
7. While using the blackboard it should be taken into consideration that it should be placed in a place which is easily visible from different corner of the room.
8. The teacher should not turn his back after writing on the blackboard but should stand on the side and use a pointer.
9. There should not be any reflection of light coming from outside on the blackboard.
10. Students should be allowed to use the blackboard for their learning and recapitulation in the appropriate situation.

F) Skill of Class-Room Management:

Environmental condition plays a major role in increasing efficiency in teaching-learning activities. The class-room situation is under the complete control and management of the teacher. He may select, organize, manage and control the class-room environment as per necessity. Thus, the organization and utilization of the class-room condition or situation is an important skill that needs to be cultivated by the teacher. The skill of class-room management includes the techniques of effective and improved management of the psychophysical situation that may yield favourable

outcome in teaching-learning. The success and failure of the modern teaching-learning activity is largely dependent on the acquisition of this skill by the teacher. This skill of class-room management is characterized by the following points-

1. Proper management of time and resources by the teacher.
2. To make teaching and learning purposeful.
3. Impartiality of attitude and behaviour on the part of the teacher towards his students.
4. Use of reinforcement to the attentive students by the teacher.
5. Importance should be given on creating democratic environment in the class-room.
6. The teacher should remain alert at all the time.
7. The teacher should have careful look even to the back-benchers.
8. The teacher must keep patience while dealing with the students.
9. The teacher should issue verbal reminders to the students as a whole in order to deal with the problem students.
10. As a final step, the teacher should tell the problem students in particular either to comply the teacher's suggestion or to suffer the consequences.

G) The Skill of Reinforcement:

Learning depends on the art of reinforcement by using reward and punishment. Reward act as a positive reinforcement and punishment as a negative reinforcement in the learning situation. Therefore, the teacher should acquire the skill of using reinforcement both positively and negatively in respect of modification of students' behaviour.

Positive and negative reinforcement may again be sub-divided into verbal and non-verbal. Positive verbal reinforcement may be used by giving

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favourable comments as, 'good', 'excellent', 'correct', etc. again, positive non-verbal reactions may be made by 'nodding' or 'smiling' by the teacher.

Similarly, negative verbal reinforcement may be used by making comments as, 'no'; 'not good'; 'poor', etc. Again, negative non-verbal reaction may be made by 'frowning', 'expressing annoyance or dissatisfaction' by the teacher.

H) Integration of the Teaching Skill:

Integration of teaching skills means bringing about a synthesis or harmony among various specific skills being dealt with by micro teaching. Teaching cannot be perceived in terms of separate skills taken into consideration in isolation. It is an organized and integrated activity of the variety of skills needed for their separate training.

In order to make integration of different teaching skills, the following steps may be taken—

1. The theory and practice of teaching should be combined.
2. The teacher-educator should give demonstration of the lesson as a whole in the class-room.
3. After the micro teaching session, the teacher-trainee should be asked to conduct the class as a whole.
4. The concept of integrated teaching skill should be clearly explained and its need should be emphasis.

2.6 Comparisons between Micro Teaching and Traditional Teaching:

Micro teaching is an innovative teaching training programme which has been more effective and meaningful than the traditional teaching programme by making it more scientific. It has scaled down the teaching encounter as well as the complexities of teaching in terms of the size of the class, time and content. The differences between micro teaching and traditional teaching are as follows.

MICRO TEACHING	TRADITIONAL TEACHING
i. Micro teaching is a scaled down part of the teaching.	i. Traditional teaching is a comprehensive teaching.
ii. The main objective of micro teaching is to train specific behaviour skill.	ii. The main objective of traditional teaching is training in general and not training specific skill.
iii. The duration of time and number of students is scaled down. It reduced to 5-10 minutes and a small group of students	iii. While in traditional teaching no scaling down is done. The class consists of a large group of students and the time duration is of 40-45 minutes.
iv. There is immediate feedback system in micro teaching.	iv. In traditional teaching immediate feedback is not available.
v. In micro teaching due to scaling down of the complexities of the class the teaching has become relatively simple.	v. In tradition teaching on the other hand, teaching has the complexities in size of class, time and content.
vi. The role of supervisor is specific and well defined to improve teaching in micro teaching.	vi. While in traditional teaching, the role of the supervisor is vague.
vii. The training situation is strictly controlled and regulated in micro teaching.	vii. In traditional teaching, training situation is natural and remain uncontrolled.
viii. In micro teaching, observation of the teacher-educator is objective and clear.	viii. In traditional teaching, observations of the teacher educator remain vague and subjective.
ix. Immediate feedback in micro teaching lead to modification through discussion.	ix. On the other hand, in traditional teaching there is no provision for modification through discussion.
x. Micro teaching is a scaled down teaching so there is ample scope for take and re-take of the lesson for perfection.	x. In traditional teaching, the lesson plan is demonstrated once for all.

2.7 Summing Up:

- The main aim of micro teaching basically aims at training the teacher trainees with certain skills for efficient and effective teaching.

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- Micro teaching involves a series of teaching procedures for acquisition of required teaching skills.
- Micro teaching procedure has three phases.
- Micro teaching setting includes conditions like size of the micro-class, duration of the micro lesson, supervisor, types of students etc.
- The duration of time and number of students is scaled down. It reduced to 5-10 minutes and a small group of students
- Micro teaching is a scaled down teaching so there is ample scope for take and re-take of the lesson for perfection.

2.8 Questions and Exercises:

1. Write a note on the micro teaching cycle.
2. Write on the development of various teaching skills through micro teaching.
3. Distinguish between micro teaching and traditional teaching.

2.9 References and Suggested Readings:

- Aggarwal J.C : *Essentials of Educational Technology*; Teaching learning innovation in education; Vikas Publishing house Pvt ltd;2006(second edition)
- Aggarwal J.C: *Principles, Methods and Techniques of Teaching*; Vikas Publishing house Pvt ltd;2013(second revised edition)
- Mangal, Dr. S. K: *Foundation of Educational Technology*, Tandon Publication, Ludhiana, 2001

UNIT- 3
PRACTICE AND EVALUATION OF MICRO
TEACHING

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Unit Structure:

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Micro Teaching Techniques
- 3.3 Feedback in Micro Teaching
- 3.4 Practicing teaching skills through Micro Teaching
- 3.5 Merits or advantages of Micro Teaching
- 3.6 Demerits or limitations of Micro Teaching
- 3.7 Summing Up
- 3.8 Questions and Exercises
- 3.9 References and Suggested Readings

3.0 Introduction:

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 about what has worked and what improvements can be made to their teaching technique.

3.1 Objectives:

After going through this unit you will be able to understand the—

- micro teaching techniques,
- feedback in micro teaching,
- practicing teaching skills through micro teaching,
- merits or advantages of micro teaching,
- demerits or limitations of micro teaching.

3.2 Micro Teaching Techniques:

Micro teaching technique is especially used in pre service teachers' training to train them systematically by allowing them to experiment main teacher behaviours. It has become an established teacher training procedure in many training institutions. This procedure simplifies the great complexities of the regular teaching learning process. Class size, time, skill and content are scaled down to provide optimal training environments. Here, the supervisor demonstrates the skill to be practiced either in live or video recorded form. After the demonstration the student teachers prepare the lesson for 5 to 10 minutes and practice the micro teaching session in which 5 to 10 pupils are involved.

3.3 Feedback in Micro Teaching:

Micro teaching primarily aims at the development of component teaching skills involved in the complex task of teaching. It is the information that a trainee receives concerning one's attempt to imitate certain patterns of teaching. The feedback mechanism in micro teaching acquaints the trainee with the success of their performance and enables them to evaluate and to improve teaching.

STOP TO CONSIDER

Feedback mechanism is very important in micro teaching.

3.4 Practicing Teaching Skills through Micro Teaching:

Micro teaching primarily aims at the development of component teaching skills involved in the complex task of teaching. However, each skill involves its own component behaviors and thus needs a special dealing for its practice and development. Some prominent skills are-

i. Skill of Introducing the Lesson:

Main components of this skill are—

- a. Utilization of previous experiences
- b. Use of appropriate devices or technique
- c. Maintenance of continuity
- d. Relevancy of verbal or non-verbal behavior

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Model Micro Lesson for the skill of Introducing Lesson

Name of the student teacher:	Date:
Subject: History	Topic: Aurangzeb as the initiator of the downfall of the Mughal Empire
Class: IX	

Teacher's Activity	Pupils' Activity
1. Who was the founder of the Mughal Empire?	Babar was the founder of the Mughal Empire.
2. Who succeeded Babar?	Humayun succeeded Babar.
3. Who was Akbar?	Akbar was the successor of Humayun and was the most successful and great ruler among the Mughal emperors.
4. Who was Jahangir?	Son of Akbar.
5. Who built the TajMahal?	Shahjahan, the successor of Jahangir.
6. Who was Aurangzeb?	Succesor of Shahjahan.
7. Was Aurangzeb responsible for the downfall of the Mughal empire?	(No response) The teacher will judge that the students are curious to know why Aurangzeb is blamed for this downfall.

Announcement of the Topic: We'll today learn about the rule and policies of Aurangzeb that are responsible for the downfall of the Mughal Empire.

ii. Skill of Explaining

The skill of explaining a concept or phenomenon consists of two types of behaviuour- desirable and undesirable. In the practice of this skill, the occurrence of the desirable behaviour is to be increased whereas that of the undesirable behaviour is to be decreased and extinguished.

Components of the skill of explaining

Desirable behaviour	Undesirable behaviour
1. Using appropriate beginning and concluding statement.	1. Using irrelevant statements.
2. Using explaining links.	2. Lacking continuity in statements.
3. Covering essential points.	3. Lacking fluency.
4. Testing pupils' understanding.	4. Using inappropriate vocabulary, vague words and phrases.

iii. Skill of Illustrating with Example

Many times a teacher find it difficult to make the pupils understand an abstract idea, concept or principle despite the best explanation, lecturing or description on his/her part. Then the teacher may resort to the following main components of this skill-

- a. Working out relevant examples.
- b. Formulating simple examples.
- c. Formulating interesting examples.
- d. Using appropriate media for examples.
- e. Making use of the inductive-deductive approach.

iv. Skill of Reinforcement

Reinforcement as a technique belongs to the area of psychology of learning and helps in influencing the responses of the learners.

Main components of the skill are–

Desirable behaviours	Undesirable behaviours
1. Use of positive verbal reinforcers.	1. Use of negative verbal reinforcers.
2. Use of positive non-verbal reinforcers.	2. Use of negative non-verbal reinforcers.
3. Use of extra verbal reinforcers.	3. Inappropriate or wrong use of reinforcement.

v. Skill of Questioning

This skill may be properly practiced by placing them into their two fold division- framing of question and presentation of the question to the students.

Framing of questions

- a. Questions framed should be quite relevant to the topic being taught.
- b. Questions should be framed in simple and clear language.

- c. Questions should be precise and brief as possible.
- d. To the point and specific questions should be framed related to the content.
- e. Questions framed must be grammatically correct.

Presentation of the questions in the class

- a. A teacher should try to present the questions in a quite clear and audible voice being properly heard by all the students.
- b. Due care should be taken for the maintenance of proper speed in the asking of the questions on the part of a teacher.
- c. Question should be addressed to the whole class rather than its being put to an individual student.
- d. A teacher must demonstrate a quite spontaneous and natural behaviour while asking questions in the class.

3.5 Merits or Advantages of Micro Teaching:

Micro teaching may be described as an effective, well managed and controlled device of learning the art of teaching. The following are the main points highlighting the merits or utilities of micro teaching-

- i) Minimizes complexity in teaching:** A teacher trainee may find it difficult at the beginning to encounter a big classroom with 40-50 students for a period of 40-45 minutes. Micro teaching simplifies this complexity by reducing the class size and class time.
- ii) Develop self confidence:** The scaled down teaching encounter may help the introvert or newly appointed teachers to overcome the difficulty to make psychological adjustment in the classroom which in turn helps in developing self confidence.
- iii) Understanding the skill in teaching:** Micro teaching helps the teacher trainee in understanding the skills to be acquired through training such as verbal deliberation, use of the blackboard, asking questions, giving illustration, use of teaching aids, etc. in the classroom.

- iv) **Feedback mechanism:** In this method feedback is very effectively used. The observer and the teacher educator provide necessary suggestion to serve the purpose.
- v) **Behavior modification:** Immediate feedback mechanism leads to correction or modification of behavior of the teacher-trainee. Re-planning, re-teaching and re-feedback may lead to more perfection in the trainees' behavior.
- vi) **Improving quality of teaching:** Quality improvement in teaching is given high importance at present. In this regard, micro teaching is said to be the real teaching method leading to the modification of the teacher behavior.
- vii) **Research tool:** To study the teacher behavior of the trainees this method may be used as a very effective research tool. Class-room demonstration may provide the objective data for perception of teacher's behavior to the research work.

3.6 Demerits or Limitations of Micro Teaching:

Micro teaching has immense utility in the present teaching learning process for developing teaching skill and competency. In spite of its advantage it suffers from certain limitations. Following are the points highlighting the demerits or limitations of micro teaching-

- i) In the absence of well-trained or experienced teacher educator micro teaching method can be a big problem.
- ii) The method itself is very time consuming with the participation of a large number of teacher-trainee.
- iii) Teacher's own creativity in teaching does not find scope for its revelation and application in this method.
- iv) Teaching when broken into small parts may lose its meaning and significance.
- v) Teaching ability cannot be viewed as the sum total of a number of skills to be trained one by one.

- vi) Teaching only to 5 – 10 students for 5 – 10 minutes duration of time cannot be a true representative of the usual class-room.
- vii) Students here do not get scope for their interaction and communication within the limited duration of time.
- viii) The method itself is costly and time consuming. Use of video recording, re-teaching, re-feedback, etc. are making the method more complicated.

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CHECK YOUR PROGRESS

Que. 1: Discuss the merits and demerits of micro teaching.

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3.7 Summing Up:

- Micro teaching technique is especially used in pre service teachers’ training to train them systematically by allowing them to experiment main teacher behaviours.
- Micro teaching primarily aims at the development of component teaching skills involved in the complex task of teaching.
- Reinforcement as a technique belongs to the area of psychology of learning and helps in influencing the responses of the learners.
- Micro teaching may be described as an effective, well managed and controlled device of learning the art of teaching
- Quality improvement in teaching is given high importance at present.
- The method itself is costly and time consuming. Use of video recording, re-teaching, re-feedback, etc. are making the method more complicated.
- In this method feedback is very effectively used. The observer and the teacher educator provide necessary suggestion to serve the purpose.

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3.8 Questions and Exercises:

1. How different skills are practiced in micro teaching?
2. Critically evaluate the process of micro teaching.

3.9 References and Suggested Readings:

- Aggarwal J.C : *Essentials of Educational Technology*; Teaching learning innovation in education; Vikas Publishing house Pvt ltd;2006(second edition)
- Aggarwal J.C: *Principles, Methods and Techniques of Teaching*; Vikas Publishing house Pvt ltd;2013(second revised edition)
- Mangal, S.K, Mangal, Uma : *Essentials of Educational Technology*, PHI Learning Private Limited, New Delhi, 2017
- Mangal, Dr. S.K: *Foundation of Educational Technology*, Tandon Publication, Ludhiana, 2001

UNIT- 4
FLANDERS'S INTERACTION ANALYSIS
CATEGORY SYSTEM

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Unit Structure:

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Classroom Interaction and Flanders's Interaction Analysis Category System (FIACS)
 - 4.2.1 Characteristics of Flanders's Interaction Analysis Category System (FIACS)
- 4.3 Summing Up
- 4.4 Questions and Exercises
- 4.5 References and Suggested Readings

4.0 Introduction:

Flander's Interaction Analysis Category System (FIACS) was developed by Ned Flanders in 1959. Its aim is to analyze and study the classroom behaviour of teachers and students. In this system the teacher influences the students and students also interact with the teacher joyfully. This system determines whether or not the teacher is able to motivate and control the classroom. Rather than evaluating, this system focuses on describing the behaviour of the participants i.e. teachers and students in the classroom.

4.1 Objectives:

After going through this unit you will be able to–

- *understand* the meaning of Classroom Interaction and Flanders's Interaction Analysis Category System (FIACS),
- *identify* the characteristics of Flanders's Interaction Analysis Category System (FIACS).

4.2 Classroom Interaction and Flanders's Interaction Analysis Category System (FIACS):

In general interaction is a reciprocal relationship occurring between individuals. However in the learning system, Classroom Interaction is a shared effect between pupil-pupil, teacher-pupil in classroom environment or between materials and pupils or groups. Classroom interaction is of two types-verbal and non-verbal. Verbal interaction refers to the sent or received oral communication. It takes place through discussions, interviews, seminars, narratives, debates, etc. On the other hand non-verbal interaction is a process where communication takes place through self-sensory methods, symbolic, spontaneous expressions, eye contact, posture of the body, gestures, contact, silence, etc. Learning is a process of interaction between teacher and students. It can be said as both a bi-polar and tri-polar process. The bi-polar process includes teacher and students, whereas the tri-polar process includes teacher, students and the curriculum or environment. Learning in the classroom will be fruitful only if the Classroom Interaction is effective. Thus Ned Flanders established an analysis system of interaction that takes place between teachers and students in the classroom. This system is abbreviated as FIACS.

Flanders Interaction Analysis is a system of performance observation that throws light on what a teacher is doing while teaching and how the students are behaving while learning. It is an effective way of reflecting the classroom teaching-learning environment. FIACS is a method in which the research pattern of teaching and learning is coded and decoded. The classroom situation will only be useful when there is proper interaction between the teacher and students. This interaction can be assessed step by step to make the teaching-learning process a successful one with adequate feedback. The teaching effectiveness of a teacher can be judged or analyzed in a systematic way. The study analysis of the interaction between teacher and students during classroom situation is called Interaction Analysis. This system was developed by Ned Flanders and as such it is called Flanders Interaction Analysis. Flander thought of this method in 1959 and was formulated for teacher effectiveness and student welfare. This method is specially used for verbal behaviour and class communication. Flander's believed that the verbal behaviour of the class reflects upon the general

class behaviour. According to Dr. S.K. Thakur, classroom interaction analysis may be defined as “an instrument which is designed to record categories of verbal interaction during, or from, recorded teaching learning sessions. It is a technique for capturing qualitative and quantitative dimensions of teacher’s verbal behavior in the class-room.”

Therefore Classroom Interaction and FIACS are two very significant concepts to be taken note of. The education system or the teaching-learning process will strive to achieve its goals with the successful implementation of its knowledge.

4.2.1 Characteristics of Flanders’s Interaction Analysis Category System (FIACS):

Following are the characteristics of Flanders’s Interaction Analysis Category System (FIACS)

- FIACS is a systematic technique with systematic recording.
- It observes and analyses the behaviour of classroom.
- In fact it is a representative of classroom behaviour.
- FIACS is a measuring instrument for classroom teaching.
- It is an evaluative device and provides effective feedback to the teachers and students.
- FIACS is a supplementary device and useful theory in teaching-learning process.
- It is an effective diagnostic tool to measure the social-emotional climate in the classroom.

STOP TO CONSIDER

Flanders Interaction Analysis is a method in which the research pattern of teaching and learning is coded and decoded.

CHECK YOUR PROGRESS

Que.1: What is Interaction?

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.....

Que.2: What is the full form of FIACS?

.....
.....

4.3 Summing Up:

- Ned Flanders established an analysis system of interaction that takes place between teachers and students in the classroom.
- FIACS is a method in which the research pattern of teaching and learning is coded and decoded.
- It is a technique for capturing qualitative and quantitative dimensions of teacher’s verbal behavior in the class-room.

4.4 Questions and Exercises:

1. What is Classroom Interaction?
2. What is Flanders Interaction Analysis?
3. Define Classroom Interaction.
4. Mention two characteristics of Flanders’s Interaction Analysis Category System (FIACS).

4.5 References and Suggested Readings:

- Bailey, Gerald Douglas. 1972. *A Study of Classroom Interaction Patterns from Student Teaching to Independent Classroom Teaching*. Lincoln: University of Nebraska, unpublished doctoral dissertation.
- Dunkin, Michael J. and Bruce. J. Biddle. 1974. *The Study of Teaching*. New York: Holt, Rinehart, and Winston, Inc.
- Furst, Norma and Russell A. Hill. 1971. “Systematic Classroom Observation.” In Vol.2, *The Encyclopedia of Education*, edited by Lee C. Deighton, pp. 168-183. New York: The MacMillan Company and the Free Press.

UNIT- 5

PRACTICE OF FIACS

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Unit Structure:

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Practice of FIACS in the Classroom
- 5.3 Summing Up
- 5.4 Model Questions
- 5.5 References and Suggested Readings

5.0 Introduction:

Flanders classified the classroom behaviour into three main sections: Teacher-talk, Student-talk, Silence or Confusion. These three sections are further divided into 10 categories which create interest and fun among the teachers and students. The Teacher-Talk section includes 7 categories viz; accepting feelings, praise or encouragement, accepting ideas, asking questions, lecturing, giving direction and criticism. The Student-Talk includes 2 categories viz: Pupil Talk Response Pupil Talk Initiation and the last one category is Silence or Confusion.

5.1 Objectives:

After going through this unit you will be able to:

- *do* the practice of FIACS in the Classroom,
- *analyse* the ten categories of FIACS.

5.2 Practice of FIACS in the Classroom:

Flanders's Interaction Analysis Category System (FIACS) is an essential perspective to enhance the verbal contact between classrooms and their needs. It will assist the teacher to improve student involvement

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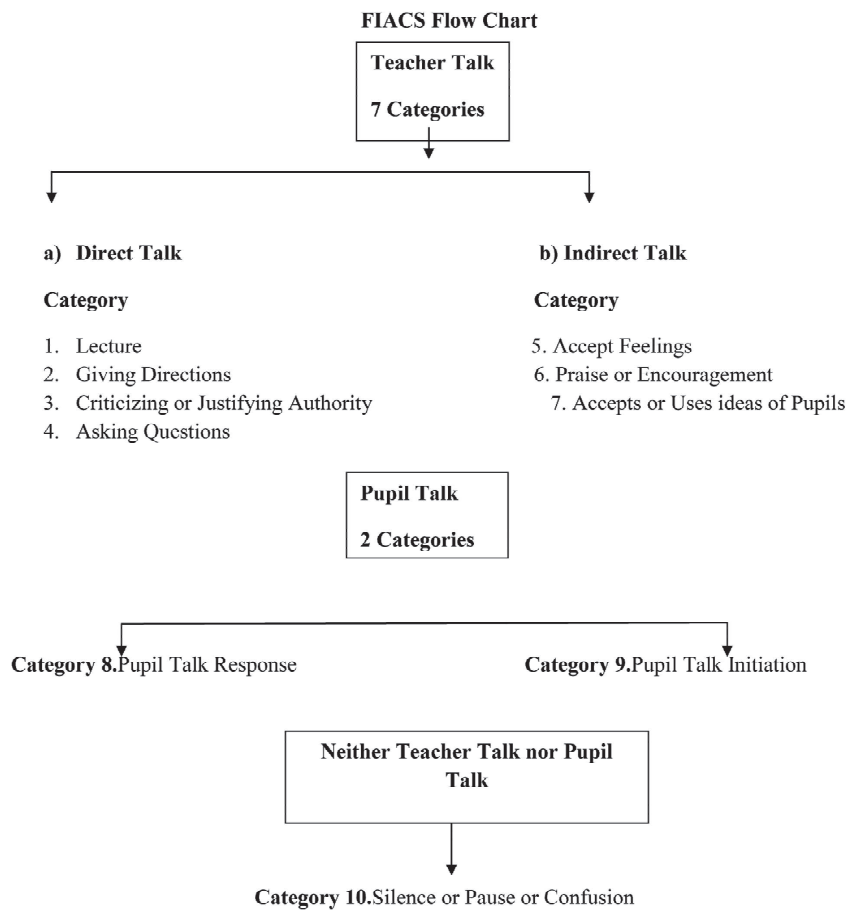
and participation in the classroom learning. The interaction analysis works as an important tool to identify teacher behaviour patterns and analyze teacher-student communication in the classroom. As this interaction analysis is a process of encoding and decoding, it codes the classroom events, registers them in a meaningful way, and decodes the data by arranging in a useful display for further study purposes.

The investigators or observers who observe and analyze the classroom interaction focus on the following tasks:-

- a) Teacher-pupil Interaction.
- b) Pupil-pupil Interaction.
- c) Interaction with various materials and the focus is given to the Affective elements, Cognitive elements, Psychomotor elements, Activity, Content, Physical environment and sociological structure.

Flanders Interaction Analysis is classified into ten categories. They include- Teacher Talk-7 Categories, Pupil Talk-2 Categories and Silence or Confusion-1 Category.

Now let us see the FIACS Flow Chart in the next page.



Flanders Interaction Analysis is a scientific and systematic recording of the classroom behavior and activities. This analysis depicts the classroom teaching-learning interaction. It helps to evaluate and provide feedback on the aspect of the interaction done between teacher and students. The observers must have some rules to analyze the classroom interaction like knowledge of studying the classroom situation, place of sitting, recording the category number, instant recording, no partiality; recording after every three seconds till the observation is over. Only trained and expert persons can be engaged in this analysis of classroom interaction. The demerits of this system are that they are time consuming, not useful for non-verbal behavior and it is not possible to record each and every reactions of the teacher and students during class.

STOP TO CONSIDER

Flanders Interaction Analysis is a scientific and systematic recording of the classroom behavior and activities.

SELF ASKING QUESTIONS

Que.1: What is asking questions according to FIACS?

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.....

Que.2: On which tasks does the observer focus in Flanders Interaction Analysis?

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5.3 Summing Up:

- FIACS is an essential perspective to enhance the verbal contact between classrooms and their needs.
- Flanders Interaction Analysis is classified into ten categories. They include- Teacher Talk-7 Categories, Pupil Talk-2 Categories and Silence or Confusion-1 Category.
- It helps to evaluate and provide feedback on the aspect of the interaction done between teacher and students.
- The demerits of this system are that they are time consuming, not useful for non-verbal behavior and it is not possible to record each and every reactions of the teacher and students during class.

5.4 Questions and Exercises:

1. What are the ten categories of FIACS?
2. What does Flanders Interaction Analysis encode and decode?
3. What is the task of the observers in Flanders Interaction Analysis?

5.5 References and Suggested Readings:

- Amidon, Edmund J. and Ned A. Flanders. 1971. A Manual for Understanding and Improving Teacher Classroom Behaviour. Minneapolis: Association for Productive Teaching.
- Lewis, George Thomas. 1974. The Effects of Training Student Teachers in the Use of Interaction Analysis. Philadelphia: Temple University, unpublished doctoral dissertation.
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